NEED FULFILLMENT, SATISFACTION, AND IMPORTANCE
FOR CHIEF BUSINESS, INSTRUCTIONAL, AND
STUDENT AFFAIRS ADMINISTRATORS IN THE
COMMUNITY COLLEGE SYSTEM IN FLORIDA

By

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Chairman: C. Arthur Sandeen
Major Department: Educational Administration and Supervision

The primary purpose of this study was to determine
the perceived level of need fulfillment, satisfaction, and
importance that chief business, instructional, and student
affairs administrators employed in the Community College Sys-
tem in Florida received from their professional positions.
Statistically significant differences among the demographic
responses of these administrators regarding need fulfillment,
satisfaction, and importance were also determined.

Abraham Maslow's theory of human motivation served as
the theoretical base for this study. Three populations con-
sisting of 28 chief business affairs administrators, 44 chief
instructional affairs administrators, and 39 chief student
affairs administrators employed in the Community College
System in Florida were identified. A two-part survey instru-
ment, adapted from a need satisfaction questionnaire developed

by Lyman W. Porter, was distributed. A response rate of 96.4% of chief business affairs administrators, 93.1% of chief instructional affairs administrators, and 92.3% of chief student affairs administrators in Florida's Community College System was achieved.

Chief business affairs administrators revealed most fulfillment with security needs and least fulfillment with self-realization needs. These respondents indicated they were most satisfied with esteem needs and least satisfied with self-realization needs. They attached greatest importance to self-realization needs and least importance to esteem needs.

Chief instructional affairs administrators revealed most fulfillment with autonomy needs and least fulfillment with social needs. These respondents indicated they were most satisfied with security needs and least satisfied with self-realization needs. They attached greatest importance to self-realization needs and least importance to esteem needs.

Chief student affairs administrators revealed most fulfillment with social needs and least fulfillment with security needs. These respondents were most satisfied with social needs and least satisfied with self-realization. They attached greatest importance to self-realization needs and least importance to esteem needs.

CHAPTER I
DESCRIPTION OF THIS STUDY

The description of this study is presented in the following sections: (a) statement of the problem; (b) significance of the problem; (c) conceptual framework; (d) research objectives; (e) assumptions; (f) definitions; (g) limitations; and (h) organization of subsequent chapters.

Statement of the Problem

The problem addressed in this study was the determination of the perceived level of need fulfillment, need satisfaction, and need importance that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions. Statistically significant differences among the demographic responses of the administrators regarding need fulfillment, need satisfaction, and need importance were also determined.

Significance of the Problem

Numerous researchers (Kanter, 1978, 1979; Katz, 1964; Katz & Kahn, 1966; March & Simon, 1958; Steers & Porter, 1975) investigating organizational issues have directed increased attention toward the behavioral needs of organizations. The

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literature on organizational behavior and human performance
is constantly growing due to the increased interest in social-
psychological variables that affect an organization's per-
sonnel (Geering, 1980). Unfortunately, many organizational
leaders fail to acknowledge that personnel, financial, and
material resources are equally important in order for their
enterprises to function successfully. In many instances, the
importance of addressing personnel needs is overlooked
(Williams, 1979).

Katz (1964) noted that the major input into organiza-
tions consists of people. However, many labor economists
concentrate on the inputs of capital, raw materials, and
technology when studying organizational effectiveness. The
extent to which an organization's personnel are recognized
as contributing to the success of the enterprise is usually
neglected or assumed to be a constant in the total equation.
Katz (1964) stated that

> at the practical level, however, as well as
> for a more precise theoretical accounting, we
> need to cope with such organizational realities
> as the attracting of people into organizations,
> holding them within the system, insuring reliable
> role performance, and . . . stimulating actions
> which are generally facilitative of organizational
> accomplishments. The material and psychic returns
> to organizational members thus constitute major
> determinants, not only in the level of effective-
> ness of organizational functioning, but of the
> very existence of the organization. (p. 131)

According to Katz and Kahn (1966), organizations must
elicit at least three forms of behavior from their personnel

in order to survive. The three basic personnel-related requirements that must be addressed are (a) attracting employees to join and continue employment within an organization; (b) ensuring employees are dependable in their behavior and in the performance of the task for which they were selected; and (c) evoking innovative behavior beyond their dependable role performance which will enhance personal and organizational aspirations. Different motivational patterns are required in order to produce these desired behaviors.

Argyris (1957, 1962, 1964), Blake and Mouton (1964, 1965), Likert (1961, 1967), and McGregor (1960, 1966) were concerned with how human resources were utilized in the development of effective and cohesive organizations. In general, they concluded that

> it is the function of an organization's leadership to modify the organization to provide freedom for the individual to realize his own motivational potential for fulfillment of his own needs and at the same time contribute toward the accomplishments of organizational goals. (Stogdill, 1974, pp. 21-22)

March and Simon (1958) concluded that in order for valuable human resources to be used in an efficient manner, certain motivational issues for stimulating group members to participate, produce, and exercise creativity must be identified and understood. Steers and Porter (1975) concluded that before the leadership of an organization can clearly understand the motivational problems of its workers, a careful analysis of

the relationship between basic human needs and motivation
is required.

Employees come to their work environments with unique
patterns of needs and goals. They usually have a strong per-
sonal stake in their employment. The nature of this personal
stake can powerfully affect the quality of their behavior on
the job (Steers & Porter, 1975). Within an organizational
context, employees may actively seek opportunities to satisfy
their own personal needs and goals (Williams, 1979).

> Depending upon the work arrangement or design,
> jobs can provide various kinds of opportunities
> and incentives for employees to satisfy important
> needs. For example, some jobs may offer oppor-
> tunities for workers to satisfy social needs;
> others may offer personal growth needs; and still
> others, material needs. In fact, job responsi-
> bilities and working conditions can be designed
> so that employees are better able to obtain
> satisfaction of their needs by engaging in
> behaviors which also facilitate organizational
> effectiveness. (Williams, 1979, pp. 2-3)

Thus, the possibility exists for developing means of simul-
taneously satisfying both employee needs and organizational
needs through job design (Steers & Porter, 1975).

Andrisani (1978) observed that many workers' aspira-
tions and expectations for meaningful employment are blocked
because of recent, extensive divisions of work, centralization
of decision-making, and organizational bureaucratization.
Consequently, job frustration has allegedly generated a sub-
stantial amount of overall dissatisfaction which is encroach-
ing the non-working lives of America's workforce.

Apparently the dissatisfaction phenomenon reported by Andrisani (1978) exists across the entire occupational structure in America. Hersey and Blanchard (1969) found that the average employee in an organization works at only 20 to 30 percent of his or her ability. Highly motivated employees will work at 80 to 90 percent of their abilities. Andrisani (1978) cited a Gallup poll conducted from 1969 to 1972 that measured a ten-point drop in job satisfaction among American workers during that period. The Gallup poll also contained data which suggested that decreased output per work hour, an increased incidence of industrial accidents, employment absenteeism and turnover, and work stoppages attributable to nonwage aspects of employment were plaguing American industries. A 1973 Gallup poll found that 70 percent of a sample of managers and professional employees reported that they could produce more each day if they really tried (United States Department of Health, Education, & Welfare, 1973).

Kanter (1978) critiqued labor research conducted by Yankelovich (1978) and concluded that a high level of frustration may develop among those who desire meaningful employment but cannot find it. This type of frustration exemplifies one of many concerns associated with the underemployment problem in America. An increasing number of highly educated Americans are competing for fewer prestigious and "socially significant" jobs. According to Kanter (1978), the frustration may be expressed by the psychological "dropping out" of work

involvement or by self-induced pressure to enjoy jobs that cannot, by their nature, provide meaning and self-expression.

Kanter (1978) also indicated in her report that a growing emphasis on psycho-social, rather than economic, incentives is being expressed by American workers when they discuss their job-related activities. "A growing proportion of the [American] labor force reports that they work for self-fulfillment in addition to economic necessity, including 63% of women in a national survey" (Kanter, 1978, p. 11).

Yankelovich (1978) stated that "quality-of-life" motivations are not completely understood by employers. Even when "quality-of-life" motivations are identified, large corporations do not know how to balance them with their own requirements for efficiency and productivity. According to Yankelovich (1978), quality-of-life on the job means that workers do not wish to subordinate themselves to their work role. Instead, employees want recognition of their worth as human beings as well as for the work they perform.

Faculty, administrators, and staff at colleges and universities throughout the United States are also concerned with the quality-of-life on their jobs. However, like their counterparts in business and industry, academicians often feel that their professional endeavors are not fully recognized and appreciated. Williams (1979) stated that

> in American higher education, colleges and uni-
> versities traditionally view themselves as one
> of society's most powerful instruments for

assisting individuals in the development and
improvement of their intellectual, technical,
and social skills. This commitment to indi-
vidualized development is commendable but unfor-
tunately [it] is generally directed toward
enrolled students. Faculty and staff at insti-
tutions of higher education also have a variety
of personal, educational, and professional
development needs which require nurturing and
growth. Top institutional leaders responsible
for the advancement of educational institutions
must not fail to realize that faculty and staff
are also a vital human resource which contri-
butes daily to the advancement of the institu-
tion. For this reason, institutional efforts in
faculty and staff development should receive high
priority and commitment. (pp. 4-5)

The State University System (SUS) of Florida recently
completed a comprehensive planning study which revealed that
many administrators across the SUS specifically expressed a
need for more and improved career and management development
programs. The report said that the area of career and manage-
ment development was sadly lacking in the SUS and predicted
that unless the leadership of the SUS was proactive, unions
would take the initiative and force the system into doing what
it should have been doing all along (State University System,
1978). An SUS administrator reported, "It is ironic that we
are in the business of higher education, but we are not edu-
cating and developing our own employees" (State University
System, 1978, p. 29). The final recommendation of the 1978
SUS planning study stated that the Florida Board of Regents
should assume an active role in the area of staff development
by facilitating and coordinating university efforts in identi-
fying qualified individuals who can provide appropriate

training, such as seminars and workshops, for potential, new, and experienced administrators.

To date, the Community College System in Florida has not conducted a comprehensive planning study to determine the need for career and management development for community/junior college faculty, administrators, and staff (Thompson, Note). However, Florida State Board of Education Rules 6A-14.29 and 6A-14.913 outline how community/junior colleges in Florida should spend staff and program funds and provide guidelines for staff and program development activities. Staff develop-ment is defined as "the improvement of staff performance through activities which update or upgrade competence speci-fied for present or planned positions" (Florida State Board of Education, 1978, p. 216A). All personnel employed by Florida's community/junior colleges should be included in staff development programs (Florida State Board of Education, 1978).

> Each community[/junior] college shall allocate
> from its resources available for current opera-
> tions during the fiscal year an amount equal to
> not less than two percent (2%) of the previous
> year's allocation from the state community
> [/junior] college program fund for the purpose
> of funding staff program and development activi-
> ties. (Florida State Board of Education, 1978,
> p. 182)

Therefore, the Community College System in Florida, like its State University System counterpart, has recognized the impor-tance of initiating and improving career and management devel-opment programs among its faculty, administrators, and staff.

Kanter (1978) stated that the role of higher education as an employer is as important as its role of educator. She indicated that

> unless colleges and universities as employers
> put their own houses in order, their ability to
> operate effectively as educators may be seriously
> impaired. Thus, quality of life issues (both in
> and out of the work environment) should not be
> studied only as an academic matter by those in
> higher education in order to respond to students.
> It should be the object of active experimentation,
> via organizational innovations and improvements
> so as to respond to those who derive their liveli-
> hood from the academy. Higher education supplies
> not only education, it also supplies jobs.
> (Kanter, 1978, pp. 15-16)

As previously stated, this research study of chief business, instructional, and student affairs administrators employed in the Community College System in Florida determined perceived levels of need fulfillment, need satisfaction and need importance that these administrators receive from their professional positions. This research study also provided data which reflected statistically significant differences among the demographic responses of the three groups of administrators regarding need fulfillment, need satisfaction, and need importance. The findings of this study furnish significant data reflecting needs which are perceived as not being particularly well fulfilled or satisfied by the chief administrators in the Community College System in Florida. These data, once carefully analyzed, could provide relevant and timely information to system-wide and institutional leaders in the Community College System in Florida. The results of this

research study could assist Florida's community/junior college leaders in determining which policies, working conditions, job responsibilities, and staff development activities should be reviewed and modified in order to address employee job and need satisfaction.

Conceptual Framework

The literature, both theoretical and empirical, on motivating people in various walks of life is growing rapidly in volume and slowly in agreement (Geering, 1980). Leaders in all types of organizations are continuously faced with the problem of addressing vast differences in the performance levels of employees. Researchers in the fields of psychology, sociology, management, education, religion, and consumerism are interested in how motivation affects job performance and satisfaction (Geering, 1980).

Davis (1972) stated that

> human behavior is almost always motivated by a person's desire to satisfy one or more basic needs. These needs, which may be physical or psychological, create varying degrees of tension in a person which then cause the individual to identify certain "wants." These "wants" are next transformed into specific types of action or behavior. (p. 43)

Various researchers (Alderfer, 1969; Herzberg, Mausner, & Snyderman, 1959; Hoy & Miskel, 1978; Hulin & Smith, 1967; McGregor, 1969, 1966; Vroom, 1964) have attempted to classify needs and relate them to job satisfaction. A unique classification system, which this investigator believes is especially

germane to this study, was advanced by Maslow in "A Theory of Human Motivation" (1943, 1954, 1968, 1970).

Maslow (1943) classified five types of human needs: (a) physiological needs; (b) safety needs; (c) belongingness and love needs; (d) esteem needs; and (e) self-actualization needs. Maslow's (1943) classification identified these needs in order of importance to the individual.

Physiological Needs

Physiological needs are basic human needs required for physical survival and considered essential to the existence of the organism. Examples of physiological needs include oxygen, food, water, sex, and shelter. Maslow (1970) believed physiological needs are relatively independent of each other. He contended that

> undoubtedly these physiological needs are the most prepotent of all needs. What this means specifically is that in the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else. (pp. 36-37)

As physiological needs are satisfied, safety needs emerge.

Safety Needs

Security, stability, dependency, freedom from fear and anxiety, and protection exemplify safety needs. "All that has been said to the physiological needs is equally true,

although in less degree, of these desires" (Maslow, 1970, p. 39). Maslow (1970) also stated that "the healthy and fortunate adult in our culture is largely satisfied in his safety needs" (p. 41).

As the safety needs are addressed, the social needs for belongingness and love emerge.

Belongingness and Love Needs

Affection is characteristic of belongingness and love needs. Humans hunger for affectionate relations with people in general and a place in their group or family in particular. Maslow (1970) stressed that the needs for love and sex are not synonymous. "Sex should be studied as a purely physiological need. . . . Also not to be confused, is the fact that the love needs involve both giving and receiving love" (Maslow, 1970, p. 45).

As love needs are addressed, the esteem needs begin to evolve.

Esteem Needs

Maslow (1970) indicated that "all people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others" (p. 45). Esteem needs fall into two categories. The first category, "self-esteem," consists of a desire for personal strength, achievement, and confidence.

The second category, "respect from others," entails the desire for prestige, recognition, and appreciation. According to Maslow (1970), when esteem needs are satisfied, feelings of self-confidence, strength, and usefulness to others emerge. The thwarting of these needs produces feelings of negative self-concept, inferiority, and helplessness.

People whose needs for esteem are satisfied seek fulfillment of self-actualization needs.

Self-actualization Needs

Self-actualization needs are the apex of Maslow's (1943) hierarchy of needs and refer to an individual's desire for self-fulfillment. Even with the satisfaction of the four previously mentioned needs, an individual may still be discontented unless his or her personal and professional potentials are realized. Maslow (1970) explained that "the clear emergence of these [self-actualization] needs usually rests upon some prior satisfaction of the physiological, safety, love and esteem needs" (p. 47). Maslow (1970) believed that self-actualized persons are more creative and productive than persons who were not self-actualized. Maslow (1970) also added that the specific form which self-actualization needs take will vary greatly among individuals because there is a wide variation from one person to another in the expression of these needs.

Insights to Maslow's Theory

Maslow's (1943) theory may give the impression that complete fulfillment of a lower order need must occur before the next higher order need emerges and that human needs are unveiled in a fixed order. However, Maslow (1970) contended that

> in actual fact, most members of our society who are normal are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time. A more realistic description of the hierarchy would be in terms of decreasing percentages of satisfaction as we go up the hierarchy of prepotency. For instance, . . . it is as if the average citizen is satisfied perhaps 85 percent in his physiological needs, 70 percent in his safety needs, 50 percent in his love needs, 40 percent in his self-esteem needs, and 10 percent in his self-actualization needs. (pp. 53-54)

Maslow (1970) stated that one single act of an individual could be an expression of all five types of basic needs. In addressing the aspect of multiple motivation of behavior, Maslow (1970) pointed out that

> it would be possible (theoretically if not practically) to analyze a single act of an individual and see in it an expression of his physiological needs, his safety needs, his love needs, his esteem needs and self-actualization. For example, one may make love not only for pure sexual release, but also to convince oneself of one's masculinity, or to make a conquest, to feel powerful, to win more basic affection. [The concept of multiple motivations of behavior] contrasts sharply with the more naive brand of trait psychology in which one trait or motive accounts for a certain kind of act, i.e., an aggressive act is traced solely to a trait of aggressiveness. (p. 55)

Exceptions or reversals of Maslow's (1943) hierarchy of needs include the following:

1. For some people, self-esteem needs are more important than love needs as they believe that the individual most likely to be loved is the strong, self-confident, and inspiring person.

2. In some innately creative individuals, the drive to creativeness is more important than any other need. The creativeness appears not as self-actualization due to basic satis-faction, but in spite of basic satisfaction.

3. Individuals who experience life at a very low level may have little or no aspiration, and may never experience middle-order or higher-order needs.

4. For others, a need which has been satisfied over a long period of time may be undervalued. For example, people who have never experienced chronic hunger are apt to underestimate this need.

5. Individuals with high ideals, high social standards, and high values may minimize cer-tain basic needs for the sake of a particular ideal or value. (Lowry, 1973, pp. 165-166)

A number of issues and criticisms have been raised about Maslow's (1943) theory. Studies by Lawler and Suttle (1972) found little support for the existence of a hierarchy of needs. Davis (1967) criticized the five-way classification because in reality all needs are interconnected. Locke (1976) argued that individuals' needs should not be viewed as being static, but in a dynamic context. Needs must be continually and repeatedly fulfilled if an individual is to perform satis-factorily. Schneider and Alderfer (1973) were critical of

Maslow's theory because its concepts have been difficult to validate empirically.

Despite its criticism, Maslow's (1943) theory has gained wide acceptance because it is easy to understand and has relevance to motivation problems in various kinds of organizations (Geering, 1980). Three factors led this investigator, after careful deliberation, to utilize Maslow's (1943) theory of human motivation as an appropriate theoretical foundation upon which to conduct this study.

1. Maslow's pioneering research into the area of physical and psychological needs is impressive. "Maslow's theory of human motivation is clearly the best known of the need hierarchy theories and has enjoyed widespread acceptance, particularly in the writings of many prominent organizational theorists" (Steers & Porter, 1975, p. 39). His theory "predicts a dynamic, step by step, causal process of human motivation in which behavior is governed by a continuously changing (though predictable) set of 'important' needs" (Lawler, 1973, p. 28). Maslow's theory concerning the interrelationships between human needs and behavior is considered to be as relevant today as it was three decades ago (Williams, 1979).

2. Porter's (1962) Need Fulfillment Questionnaire
    for Management can be used to measure the levels
    of need fulfillment, need satisfaction, and need
    importance of selected Florida community/junior
    college administrators in relation to Maslow's
    (1943) theory of motivation. According to Waters
    and Roach (1973), items used in Porter's (1962)
    questionnaire represented Maslow's need categories
    and did not cluster as a priori according to the
    Maslow system. Porter's items can be used to dif-
    ferentiate higher-order and lower-order need
    satisfaction. Dore and Meachem (1973) conducted
    a reliability study on Porter's questionnaire and
    arrived at a test-retest reliability coefficient
    of .83 using the Pearson r product moment correla-
    tion. Dore and Meachem (1973) also determined
    that Porter's questionnaire is a valid instrument.
    Thus, a valid and reliable instrument, carefully
    designed to assure that each of Maslow's cate-
    gories of needs was accurately represented, was
    available for this study.

3. A great number of studies have been conducted to
    ascertain the validity of Maslow's (1943) theory
    and to make application of its concepts to various
    organizational settings. For example, Roberts
    (1972) compiled a bibliography which listed over

200 periodicals, dissertations, books, research
papers, and essay citations of work published
between 1948 and 1972 which utilized Maslow's
(1943) theory. Researchers utilizing his theory
have been associated with business, education,
industry, and the military (Argyris, 1964; Dye,
1975; Haire, 1956; McGregor, 1966; Mitchell,
1970; Nichols, 1978; Porter, 1961, 1962, 1963a,
1963b, 1963c; Schein, 1965; Strickland, 1973;
Slocum & Topichak, 1972; Trusty & Sergiovanni,
1966; Wahba, 1978; Williams, 1979; Wolf, 1970).

Research Objectives

The following five research objectives provided direc-
tion to this study:

1. To determine the level of perceived need ful-
   fillment for each of five psychological need
   categories that chief business, instructional,
   and student affairs administrators employed in
   the Community College System in Florida receive
   from their professional positions.

2. To determine the level of perceived need satis-
   faction for each of five psychological need
   categories that chief business, instructional
   and student affairs administrators employed in
   the Community College System in Florida receive
   from their professional positions.

3. To determine the level of perceived need importance for each of five psychological need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

4. To determine if statistically significant levels exist among individual or institutional demographic characteristics and levels of obtained need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators employed in the Community College System in Florida.

5. To determine if statistically significant differences exist among the obtained need fulfillment, satisfaction, and importance responses given by the group of chief business affairs administrators, the group of chief instructional affairs administrators, and the group of chief student affairs administrators employed in the Community College System in Florida.

Assumptions

For purposes of this study, it was assumed that:

1. The perceptions of the respondents when completing the research instrument were honestly and accurately given.

2. The fulfillment, satisfaction, and importance
    of the psychological needs as perceived by the
    chief business, instructional, and student
    affairs administrators employed in the Community
    College System in Florida have a direct relation-
    ship to their effectiveness in their professional
    positions.

3. The respondents to this study's survey instru-
    ment are the chief business affairs, chief
    instructional affairs, or chief student affairs
    administrators at the community/junior college
    where they are employed.

4. The slight modification to the Porter Need Ful-
    fillment Questionnaire for Management did not
    affect the instrument's reliability or validity.

Definitions

Certain terms, basic to this study, are defined in
this section.

Chief Business Affairs Administrator

The principal officer at a community/junior college
whose primary duties and responsibilities usually include,
but are not limited to, the efficient and effective manage-
ment and general administration in the areas of budget,
finance, bursar, accounting, purchasing, and auxiliary
services (Hillsborough Community College, 1980).

Chief Instructional Affairs Administrator

The principal officer at a community/junior college
whose primary duties and responsibilities usually include,
but are not limited to, the efficient and effective manage-
ment, general operation, and administration of campus and
outreach centers; programs in academic education parallel to
the first and second years of universities, continuing edu-
cation, occupational education, and academic support services;
and the selection, allocation, utilization, and disposition
of assigned personnel, funds, materials and facilities
(Hillsborough Community College, 1980).

Chief Student Affairs Administrator

The principal officer at a community/junior college
whose primary duties and responsibilities include, but are
not limited to, planning, managing, and implementing a quality
student services program which usually includes counseling,
advising, testing, job placement, career exploration, finan-
cial aid, student government, admissions, registration, and
records (Hillsborough Community College, 1980).

Community College System in Florida

The community/junior colleges which comprise the
Community College System in Florida have been designed as com-
prehensive institutions. The 28 community/junior colleges in
Florida's system provide education in the three major areas

of adult continuing education are community instructional services, occupational education, and general education parallel to that of the first and second years of Florida's State University System. Over 200,000 students were enrolled in Florida's community/junior colleges during the 1979-80 academic year (Division of Community Colleges, 1981).

Job Satisfaction

"The extent to which rewards actually received in a job meet or exceed the amount of rewards that a person feels is fair, given his performance on job tasks" (Porter & Lawler, 1968, p. 30).

Motivation

"The recognition by a person of a situation that he feels stimulated to complete or which stimulates him to contribute to its stability or modification. Motivation is a general term used to refer to any arousal of an individual to goal-directed behavior" (Theodorson & Theodorson, 1969, p. 266).

Need

"An internal state of disequilibrium which causes individuals to pursue certain courses of action in an effort to regain internal equilibrium" (Steers & Porter, 1975, pp. 22-23).

Need Fulfillment

"The gratification of a psychological condition essential to the maintenance of internal equilibrium" (Williams, 1979, p. 16).

Need Importance

The degree to which an individual indicates a level of concern or consequence to a type of need (Williams, 1979).

Need Satisfaction

"An individual's contentment with the difference between the amount of need fulfillment received and the amount of fulfillment the individual believes should be received" (Williams, 1979, p. 16).

Limitations

The following limitations were present in this study:

1. The term "need" was limited to psychological needs.

2. This study was limited to need fulfillment, need satisfaction, and need importance as measured by an adaption of Porter's (1962) Need Fulfillment Questionnaire for Management.

3. This study was limited to responses received from chief business, instructional, and student affairs administrators employed in the Community

College System in Florida. Therefore, it is not
advisable to generalize from the findings of this
study to populations of chief business, instruc-
tional, and student affairs administrators
employed outside the Community College System
in Florida.

4. This study was limited because "the measurement
of attitudes is both difficult and controversial
. . . . The relationship between 'what the person
says' [when responding to Porter's (1962) Need
Fulfillment Questionnaire for Management] and
'what he does,' as well as the relationship
between publicly and privately expressed atti-
tudes, [were] recognized as special instances of
validity" (Anastasi, 1968, p. 481).

Organization of Subsequent Chapters

Chapter II contains a review of related literature
representative of job and need satisfaction research. The
methodology used in this study is described in Chapter III.
The data collected and analyzed for this study are presented
in Chapter IV. Chapter V includes a recapitulation of this
study.

CHAPTER II
REVIEW OF RELATED LITERATURE

The review of literature related to this study is
presented in three units: (a) job satisfaction research;
(b) need satisfaction research; and (c) satisfaction research
utilizing faculty and administrators in higher education. A
chapter summary follows the review of related literature.

Job Satisfaction Research

> Although human relationships have existed
> since the beginning of time, the art and science
> of trying to deal with them in complex organiza-
> tions is relatively new. In the early days
> people worked alone or in such small groups that
> their work relationships were easily handled.
> It has been popular to assume that under these
> conditions people worked in a Utopia . . . but
> this assumption is largely a nostalgic reinter-
> pretation of history. (Davis, 1977, p. 7)

Early empirical studies involving people at work were con-
ducted by Taylor (1911) in the United States during the early
1900s. Taylor is frequently referred to as the father of the
scientific management movement (Kimbrough & Nunnery, 1976).
The changes Taylor brought to management paved the way for
subsequent development of organizational behavior. He was the
first person to call attention to people in the work situation
as important factors in the quest for efficiency in production
(Davis, 1977).

In the 1920s and 1930s, Mayo (1933) and Roethlisberger and Dickson (1939) gave academic stature to the study of human behavior at work. Their sociological backgrounds to industrial experiments at the Western Electric Company's Hawthorne Plant resulted in the notion that an organization is a social system and the worker is the most important element in it.

Research specifically pertaining to job satisfaction had it genesis when Hoppock (1935) interviewed the working population of an entire community using a standardized set of questions and attitude scales. Although surveys of job satisfaction have been undertaken by numerous researchers since the Hoppock studies, there are few who have made significant substantive or methodological contributions to his approach. The refinements made to Hoppock's techniques have resulted in little change to his findings on job satisfaction (Robinson, Connors, & Whitacre, 1966).

Research on job attitudes and satisfaction by occupational sociologists and industrial psychologists was minimal from the mid-1930s to the mid-1940s. Robinson, Athanasion, and Head (1978) attributed this phenomena to the economic upheaval and social conflict prevalent during that period of time. "Apparently, under chaotic conditions, the more refined problems to which job attitudes and satisfaction can be related, such as increasing output or reducing marginality, are superceded by the more basic concerns of the problem-solver and those who employ him" (Robinson, Athanasion, & Head, 1978, pp. 19-20).

Following World War II, various approaches to studying work and job satisfaction began to emerge. Coch and French (1948) demonstrated that worker participation in decision-making is an effective means of promoting greater productivity and lower rates of personnel turnover. Katz (1951) studied the impact of group cohesion and supervisory styles on organizational effectiveness. Lewin (1951) utilized his theoretical insights to critique research which studied comparisons of satisfied and dissatisfied and productive and non-productive workers. Walker and Guest (1951), Friedman and Havighurst (1954), and Chinoy (1955) tested hypotheses about worker alienation by directly interviewing samples of workers. These examples of worker satisfaction research typified the movement from an introspective and ideological orientation to a more systematic and disinterested approach to occupational sociology (Robinson, 1978).

Throughout most of the 1950s, the study of job satisfaction and its effect on worker performance became the vogue concern of social science researchers. Human relations experts were convinced that the panacea to employers' problems was increasing the job satisfaction of their employees. Ferguson (1958) critiqued the human relations era by saying that few and far between were studies which suggested that morale, happiness, and job satisfaction were worthy ends in and of themselves. The passion of the day was to prove that high morale increased productivity.

The research of Herzberg, Mausner, and Snyderman (1959) took a radical departure from previous job satisfaction studies. These researchers interviewed industrial accountants and engineers in an effort to identify factors which the interviewees felt were exceptionally good or bad about their jobs. The researchers found that the interviewees named different conditions for good and bad feelings. For example, if a feeling of recognition led to a good feeling, the lack of recognition was rarely given as a cause for bad feelings. As a result of their research, Herzberg et al. (1959) defined two types of job-related factors associated with job satisfaction and dissatisfaction. One type, labeled hygiene or maintenance factors, consisted of job conditions which operated primarily to dissatisfy employees when these conditions were absent from the work environment. Herzberg et al. (1959) also found that "when hygiene factors were present in the work situation, they did not serve to motivate employees" (p. 113). Conversely, motivational factors were defined by Herzberg et al. to be job conditions which operated primarily to build strong motivation and high levels of job satisfaction. Herzberg et al. also discovered that "the absence of these motivational factors in the work environment rarely proved dissatisfying to employees" (1959, p. 114).

According to Robinson et al. (1978), three major job satisfaction studies in the 1960s were conducted by Blauner (1960), Gurin, Veroff, and Feld (1960), and Kilpatrick,

Cummings, and Jennings (1964). Blauner (1960) identified three important factors that led to differential job satisfaction across occupational lines. The factors identified by Blauner were prestige, control over work conditions, and cohesiveness of the work group. Gurin, Veroff, and Feld (1960) investigated the mental health of a national cross-section of Americans and asked six sets of open-ended questions regarding different components of job satisfaction. Research conducted by Gurin et al. (1960) concluded that people in higher status jobs, when compared to blue-collar workers, sought and received more ego gratification in their work, and experienced greater frustration when these ego gratification needs were not satisfied. Kilpatrick, Cummings, and Jennings (1964) studied the attitudes and values of federal and non-federal employees regarding their job attitudes. Their study concluded that men stressed career-related values such as security, self-advancement, and wages as important factors in job satisfaction. Women emphasized personal relationships, understanding supervision, and worthwhile work as primary elements to their job satisfaction.

Wernimont, Toren, and Kapell (1970) aimed their study at determining the difference between the personal job satisfaction and worker motivation of approximately 775 scientists. Their respondents ranked factors including personal accomplishment, praise for effective work, getting along with fellow workers, and receiving credit for ideas as giving greater

personal satisfaction. Factors that were effective in motivating the scientists included clearly understanding job expectations, having a capable supervisor, undertaking challenging work, and participating in decision-making. As a result of their research, Wernimont et al. (1970) warned others not to use the terms "motivation" and "job satisfaction" interchangeably. Wolf (1970) also made a similar distinction between these terms in an unrelated study.

Wanous and Lawler (1972) determined that different measures of job satisfaction may not measure the same variables. They also believed that a distinction could be drawn between overall job satisfaction and satisfaction with individual aspects of a job. Wanous and Lawler (1972) concluded that most job satisfaction studies measured the concept in terms of one or more of nine operational definitions which were theoretically based on need fulfillment, equity, or work/values.

The Survey Research Center of the University of Michigan, under contract with the Employment Standards Administration, United States Department of Labor, conducted a national survey in 1973 of workers in various occupations. The major findings of the study were reported in a comprehensive federal report on job satisfaction and contained the following information:

1. Job satisfaction among minority groups has been consistently lower than that of whites.

2. Younger workers are less satisfied with their jobs than older workers.

3. Among occupational categories, profes-
   sional-technical workers, managers, and
   proprietors register the highest level
   of job satisfaction, while operatives
   and nonfarm laborers register the lowest.

4. Female workers are as satisfied with
   their jobs as are males.

5. Among workers without a college degree,
   little relationship exists between edu-
   cational level and job satisfaction.
   Those workers with college degrees,
   however, have high levels of job satis-
   faction. Low levels of satisfaction
   are registered by workers with some
   college education but no degree.

6. Availability of resources needed to per-
   form well in a job and challenging work
   responsibilities are two job factors
   perceived to be the most important to
   workers. Lower importance ratings were
   given to financial rewards and job com-
   fort factors.

7. No convincing evidence exists that a
   direct cause-effect relationship occurs
   between job satisfaction and productivity.
   (United States Department of Labor, 1974,
   pp. 1-2)

Recent investigations have been conducted specifically

concerning the relationship of overall job satisfaction to

longevity in the same position. Most jobs can seem interest-

ing at first, but then a dilemma of competing values emerges

(Kanter, 1979). "Organizations want stability" (Argyris,

1972, p. 7) while "incumbents want to use their skills fully

in challenging new experiences and in positions of higher

status" (Bisconti & Solmon, 1977, p. 26). However, stability

requires that tasks become routine and routine tasks can result

in repetitive, boring work. For someone in a middle level
job with little hope of achieving the American expectation
of advancement, the potentiality of boredom and lack of job
satisfaction is increasing (Cooper, Morgan, Foley, & Kaplan,
1979).

Research involving job satisfaction has dramatically
evolved since Hoppock's (1935) pioneering study. Many of the
studies previously mentioned are among the 3,350 articles,
books, and dissertations which Dunnette (1976) identified
during a recent literature search on the subject of job
satisfaction.

Need Satisfaction Research

Until the 1950s, studies of jobs in industry and busi-
ness tended to concentrate on technical aspects of work, such
as lists of duties, responsibilities, activities performed,
and personality traits. Relatively few studies were concerned
with the psychological characteristics of jobs (Porter, 1961).

Schaffer's (1953) research departed from the tradi-
tional approach of studying work by not analyzing technical
aspects of jobs. Instead, Schaffer surveyed 113 men employed
in business institutions and vocational guidance agencies and
concluded that "work is seen as simply a special area of human
behavior and whatever psychological mechanisms operate to make
people satisfied or dissatisfied in general also make them
satisfied or dissatisfied in their work" (1953, p. 2).

Schaffer's (1953) findings revealed that "the strongest
worker needs were related to (a) creativity and challenge;
(b) mastery and achievement; and (c) social welfare (helping
others). Needs which were weakest were related to both
dependence and independence and socioeconomic status" (p. 19).
He indicated that "the most accurate prediction of overall
job satisfaction can be made from the measure of the extent
to which each person's two or three strongest needs are satis-
fied" (Schaffer, 1953, p. 18).

　　　Haire (1959) pointed out that one of the major prob-
lems researchers faced when studying motivation in organiza-
tions was how to name and classify various needs. In an
attempt to alleviate this enigma, numerous writers (Argyris,
1957; Davis, 1957; Haire, 1956, 1959; Leavitt, 1958; Smith,
1955; Viteles, 1953; Walker & Guest, 1952) utilized in one
form or another, Maslow's (1943) conceptualization of a
hierarchy of need satisfaction. In general, these researchers
reported that organizations tend to "pay" their workers in
physical or security need satisfaction areas rather than in
higher-order areas, such as social, esteem, or self-
actualization satisfaction (Porter, 1961).

　　　Porter, (1961, 1962, 1963a, 1963b, 1963c) and Porter
and Henry (1964a, 1964b) conducted a series of studies to
ascertain the existence of and differences in perceived psy-
chological needs of employees in industrial organizations.
These efforts provided a solid foundation for much of the need
satisfaction research since 1961 (Williams, 1979).

Porter (1961) utilized a modified categorization of Maslow's (1943) hierarchy of human needs and developed a Need Satisfaction Questionnaire based on Maslow's (1943) theory of human motivation. Using 139 subjects drawn from the lowest levels of management in three different organizations, Porter (1961) concluded that

1. The vertical location of management positions appears to be an important variable in determining the extent to which psychological needs are fulfilled.

2. The greatest differences in the frequency of need-fulfillment deficiencies between bottom- and middle-management positions occur in the esteem, security, and autonomy need areas. These needs are significantly more often satisfied in middle than in bottom management.

3. Higher-order psychological needs are relatively the least satisfied needs in both bottom and middle management.

4. Self-actualization and security are seen as more important areas of need satisfaction than the areas of social, esteem, and autonomy, by individuals in both bottom- and middle-management positions.

5. The highest-order need of self-actualization is the most critical need area of those studied, in terms of both perceived deficiency in fulfillment and perceived importance to the individual, in both bottom and middle management. The need is not perceived as significantly more satisfied at the middle-management level than at the bottom-management level. (pp. 9-10)

In 1962, Porter extended the scope of his previous 1961 study. He studied differences in perceived deficiencies in need fulfillment at levels of management ranging from entry-level supervisors to presidents. His Need Fulfillment

Questionnaire for Management was sent to 6,000 managers and executives located throughout the United States. In general, the results of Porter's 1962 study supported the conclusions of his 1961 work. Porter (1962) found that lower- and middle-level management had greater need deficiencies than upper-level management personnel.

Porter (1963c) determined that lower-level management personnel in small companies had relatively smaller need deficiencies than managers of large companies. However, higher levels of management at large companies had relatively smaller need deficiencies than managers of small companies. Porter (1963b) concluded that line managers had relatively less perceived need fulfillment deficiencies than staff managers, especially in the esteem and self-realization areas.

Trusty and Sergiovanni (1966) administered Porter's (1961) Need Satisfaction Questionnaire to 310 teachers and administrators in a school district that contained grades K-12. They found that the educators in the school district had perceived psychological needs which varied according to professional position and sex. Administrators reported they were less satisfied with their opportunities for self-realization than were teachers. However, administrators indicated greater satisfaction in esteem items than did teachers. Teaching as an occupation appeared to have more potential for need fulfillment for women than for men. A further interpretation revealed that teaching as an occupation

appeared to have more potential for providing need fulfill-
ment for women (Trusty & Sergiovanni, 1966, p. 176).

Ivancevich (1969) studied the perceived need satis-
faction of domestic versus overseas managers. Ivancevich
determined that managers working abroad were more satisfied
with autonomy opportunities than were their counterparts in
the United States.

In his study of need satisfaction and job satisfac-
tion, Blai (1970) studied 470 employees of the federal govern-
ment who held various jobs ranging from laborers to high-level
professionals. Among the professionals, Blai found that the
strongest needs were self-actualization, interesting duties,
and opportunity for advancement.

Davis (1977) postulated that a dramatic shift in the
need structure of the labor force in the United States will
have occurred by 1985. He illustrated (see Figure 1) the
possible change in distribution of dominant needs in the
labor force from 1935 to 1985 by utilizing Maslow's (1943)
hierarchy of needs. Davis believed that the distribution of
the five Maslow needs in 1935 was as shown in the left side
of the figure. Security needs dominated, followed by basic
physiological needs. Very few people were at a level where
self-actualization was their dominant need. "Since 1935,
need distribution has been shifting upward, and by 1985 we
may assume that social and esteem needs will dominate, fol-
lowed by the need for self-actualization. Dominant
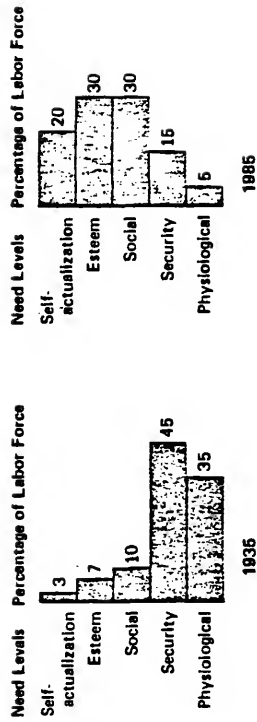
Figure 1. Possible Change in Distribution of Dominant
Needs in the Labor Force, 1935-1985.

physiological needs among employees should be rather rare by that date" (Davis, 1977, p. 46).

The basic premise of need satisfaction was stated by Zytowski (1968) as one in which job satisfaction was defined as being "proportionate to the degree that the elements of the job satisfy the particular needs which the person feels most strongly" (p. 399). The previous statement, coupled with Maslow's theory, may tend to indicate that "in jobs which satisfy lower level needs, satisfaction based on need gratification may be followed by dissatisfaction or lack of satisfaction based on the emergence of new needs" (Groseth, 1978, p. 22).

Satisfaction Research Utilizing Administrators in Higher Education

Many researchers have studied job and need satisfaction as it pertained to administrators in higher education. For example, an early study by Knox (1953) involved the collection of data from 1,439 graduates from the University of Illinois who were engaged in teaching or educational administration. The results obtained from the questionnaires returned to Knox indicated that working conditions and salary were the primary factors which contributed the most to dissatisfaction. Conversely, salary was an unimportant variable to the most satisfied respondents.

Cheatham (1964) studied the characteristics of members of the American College Personnel Association (ACPA). Cheatham

noted that most student affairs administrators felt their greatest job satisfaction came from helping students, working as team members, and exercising leadership. Cheatham concluded that student affairs administrators prized the intrinsic rewards of their jobs.

Scott (1965) found that the greatest satisfaction of student affairs administrators came from their opportunity to work with college students and help address their problems. According to Scott, the student affairs administrators in the study were most dissatisfied with long and irregular work hours, heavy workloads, and the lack of appreciation by faculty and other administrators.

Hargrove (1969) measured job satisfaction by asking the chief student affairs administrators at Southern Association of Colleges and Schools (SACS) institutions their impressions of the advantages and disadvantages of their jobs. Hargrove revealed that the chief student affairs administrators at SACS institutions felt working with young people, performing a variety of tasks, developing good personal and professional associations, and providing meaningful services were advantages of their positions. The respondents felt that disadvantages to being the chief student affairs administrator included long and irregular hours, being caught in the middle of conflicting points of view, being considered as strictly a disciplinarian, and not being understood or accepted by members of the faculty.

Bess and Lodahl (1969) conducted a study involving university administrators in middle-management positions. Administrators in admissions, student affairs, university relations, student records, institutional research, and financial aid were studied to determine their career patterns and job satisfaction. Bess and Lodahl revealed that a high percentage of administrators had positive perceptions about their jobs. Salary and maximum salary issues emerged as areas with the least satisfaction. Satisfaction with the administrator's institution of employment and relationships with peers and supervisors was high. Less than half of the sample reported satisfaction with opportunities for personal growth, autonomy, learning, and exercising special abilities. Thus, "in spite of the study's reflection of high satisfaction with social needs, subsistence and growth needs were apparently not being met" (Bess & Lodahl, 1969, p. 227).

Ferrari's (1972) study strongly suggested that a future oversupply of student affairs candidates for employment is inevitable. Undoubtedly this growing imbalance will create a strain for persons trained in student affairs areas who are seeking employment. The employment outlook for student affairs administrators is not bright. According to Ferrari, staff cutbacks and reduced inter- and intra-institutional mobility could lead to increased job dissatisfaction and frustration for student affairs administrators.

Strickland (1973) conducted a need satisfaction study by surveying chief business affairs administrators at 89 institutions that belonged to the National Association of State Universities and Land Grant Colleges. Strickland adapted Porter's (1962) Need Fulfillment Questionnaire for Management and utilized it to obtain results from 66 chief business affairs administrators throughout the nation. Strickland's major findings included the following:

1. Chief business officers in institutions of higher education generally experience a high degree of satisfaction in their work when considered both alone and in comparison with counterpart groups in other fields.

2. Business officers are most satisfied with their perceived level of job security. However, they view this need as being the least important.

3. Business officers perceive their positions as receiving a higher level of prestige from persons outside the institution than from those inside the institution.

4. Business officers are least satisfied with the feeling of worthwhile accomplishment obtained from their work (self-realization) and attach the highest level of importance to this need. (1973, pp. 90-91)

Bowling (1973) investigated the relationship between leadership behavior of chief student affairs administrators in 11 southeastern universities and the morale and job satisfaction of their department heads. Intrinsic and extrinsic factors of job satisfaction were measured by the Minnesota Satisfaction Questionnaire. Bowling's (1973) findings

revealed that instrinsic job factors included compensation, advancement, supervision, implementation of university policies, ability of supervisors to work with staff, and competence of supervisors in making decisions. The findings indicated that leadership of the chief student affairs administrator directly related to the morale of the student affairs division and to the job satisfaction of student affairs department heads.

Dye (1975) utilized Porter's (1962) Need Fulfillment Questionnaire for Management and surveyed a national sample of 218 student affairs administrators employed at public colleges and universities. Dye's findings revealed that these administrators received the highest level of fulfillment in security needs and the lowest amount of fulfillment in social needs. The degree of need fulfillment perceived in all five need categories was above average, ranking from most fulfilled to least fulfilled as follows: (a) security; (b) autonomy; (c) self-realization; (d) esteem; and (e) social (Dye, 1975, p. 49).

Dye's (1975) findings regarding need fulfillment were similar to the results of Porter (1962) and Strickland (1973). Respondents to the studies of Dye, Porter, and Strickland indicated that their social needs were least fulfilled. Porter and Strickland found autonomy to be the most fulfilled need in their studies; whereas Dye's study indicated that security needs were most fulfilled.

Jackson (1975) asked 442 middle managers and vice-presidents from five Illinois universities to choose from 48 pairs of job factors in order to determine the factors which contributed most to their job satisfaction. Jackson's findings showed that middle managers identified with Herzberg, Mausner and Snyderman's (1959) motivation factors as relating to job satisfaction. In Jackson's study, the vice-presidents accurately predicted that motivation factors would relate to the job satisfaction among their middle managers.

Nichols (1978) studied job satisfaction levels of college and university presidents and academic deans from 150 randomly sampled member institutions of the Southern Association of Colleges and Schools (SACS). Porter's (1961) Need Satisfaction Questionnaire was used in the collection of data process. Nichols found that academic deans perceived greater need deficiencies in areas of autonomy and self-realization than did presidents. Minority administrators revealed greater need deficiencies than their white counterparts. The age of an administrator was not found to be a significant factor in differentially perceived need deficiencies.

Groseth (1978) interviewed selected student affairs administrators in the State University System (SUS) of Florida in order to determine specific contributors of job satisfaction and dissatisfaction. He also tested Herzberg, Mausner, and Snyderman's (1959) motivator-hygiene theory of job

satisfaction. "The data showed that for the 196 satisfying incidents in the study, 134 or 68.3 percent were classified with motivators as Herzberg's theory would predict. For the 181 dissatisfying incidents in the study, 147 or 81.3 percent were classified with hygienes as Herzberg's theory would predict" (Groseth, 1978, p. vii).

Schmitz (1978) conducted a study involving 184 academic deans employed in Big Eight Conference universities to determine factors affecting their job satisfaction and dissatisfaction. In this study, academic deans reported satisfaction with their jobs when

1. Their work was challenging and varied;

2. Their work effort was noticed and praised;

3. They were given responsibility;

4. They had good interpersonal relations with superiors, colleagues, and members of the faculty; and

5. Their job provided opportunity for growth. (Schmitz, 1978)

Conversely, academic deans reported dissatisfaction with their jobs when

1. They felt uncomfortable towards university policy and administration;

2. They lacked respect for supervisors or had poor interpersonal relations with superiors;

3. Their working conditions were unfavorable;

4. Their work efforts were unnoticed or criticized;

> 5. They failed to handle responsibilities of
> their job or could not see results of their
> work; and
>
> 6. They had poor relations with colleagues
> and members of the faculty. (Schmitz, 1978)

Wahba (1978) determined that college and university library administrators were dissatisfied with such job-related factors as salary, promotions, and other security-related items. Females expressed higher need deficiencies than males in security, esteem, autonomy, and self-realization need areas. Female librarians also indicated more dissatisfaction than males with their work activity, salary, promotions, and supervision.

Buxton's (1978) research regarding the job satisfaction of college and university presidents revealed that presidents were moderately satisfied with their work. Presidents of private institutions were significantly more satisfied with their jobs than presidents of public institutions. Presidents whose institutions were part of a system were less satisfied than presidents in other oganizational settings.

College and university presidents who were satisfied with their jobs

> 1. Experienced positive relationships with
> fellow administrators;
>
> 2. Actively participated in the formation of
> institutional policies;
>
> 3. Maintained positive relationships with
> governing bodies;

4. Attained their desired professional goals; and

5. Received appropriate recognition from business and industrial leaders. (Buxton, 1978)

College and university presidents who were not satisfied with their jobs

1. Felt a lack of available time to fulfill job responsibilities;

2. Desired increased teaching and research opportunities;

3. Were frustrated in addressing contemporary aims and objectives of higher education;

4. Were unhappy with current procedures for evaluating their performance; and

5. Desired provisions for employment upon their termination. (Buxton, 1978)

Williams (1979) utilized a two-part survey instrument in which an adapted version of Porter's (1961) Need Satisfaction Questionnaire was distributed to 270 academic affairs and 180 student affairs administrators. The administrators were located throughout the United States and worked at institutions belonging to the National Association of State Universities and Land Grant Colleges (NASULGC). A secondary sample of 100 similar administrators employed throughout the nine-campus State University System in Florida was also surveyed.

After receiving response rates of 82.2 percent nationally and 91.0 percent in Florida, the results of the study revealed that

1. Academic administrators <u>nationally</u> reveal
   <u>most fulfillment</u> with autonomy needs and
   least fulfillment with social needs. When
   need satisfaction is calculated, these
   officers appear highly satisfied with
   security and least satisfied with self-
   realization needs. Academic officers
   assign greatest importance to self-
   realization needs and least importance
   to security needs.

2. <u>Student affairs</u> officers <u>nationally</u> reveal
   <u>most fulfillment</u> with autonomy and least
   fulfillment with security, esteem, and
   social needs. When need satisfaction is
   determined, these officers are highly
   satisfied with social and security needs
   and reveal least satisfaction with self-
   realization needs. They attach most
   importance to self-realization and least
   importance to security needs.

3. <u>Florida academic</u> administrators reveal most
   <u>fulfillment with</u> esteem and autonomy needs
   and least fulfillment with security needs.
   These officers indicate most satisfaction
   with esteem needs and least satisfaction
   with self-realization needs. They also
   consider self-realization needs most
   important and security needs least impor-
   tant.

4. <u>Florida student affairs</u> officers reveal most
   <u>fulfillment with social</u> needs and least ful-
   fillment with esteem and security needs.
   When considering satisfaction levels, these
   administrators are most satisfied with social
   needs and least satisfied with self-realization
   needs. They place most importance on self-
   realization needs and least importance on
   social needs. (Williams, 1979, pp. iii-iv)

Hokom (1979) surveyed administrators and faculty at
ten public community colleges in Idaho, Montana, and Wyoming
to determine if there was a relationship between faculty job
satisfaction and the difference in the perceptions of faculty

and administrators toward faculty roles. No relationship was found between job satisfaction and the difference in faculty and administrator perceptions of faculty roles.

Studer (1980) mailed a 55-item questionnaire to a stratified random sample of 25 percent of the 1,361 chief student affairs administrators in four-year institutions in the United States. His study provided data on the perceived satisfaction of the chief student affairs administrators. Based on the findings of Studor's (1980) study, the following conclusions were reached:

1. College student affairs administrators tended to be very satisfied with all aspects of their positions except their compensation.

2. Professionally prepared and non-professionally prepared college student affairs administrators generally did not differ from each other in terms of basic characteristics and job satisfaction.

Tiboah-Godred (1980) conducted a comparative study of academic department chairmen and chairwomen at Michigan State University in order to determine their job satisfaction. Tiboah-Godred concluded that no difference in factors of job satisfaction existed between Michigan State University department chairmen and chairwomen. The chairpersons valued the

quality of work, "psychic compensation," and intrinsic
rewards of their job more than financial compensation.

Chapter Summary

This chapter contained a review of literature related
to the measurement of human needs in work environments. Rele-
vant studies, representative of job satisfaction research,
need satisfaction research, and satisfaction research uti-
lizing faculty and administrators in higher education, were
described.

The next chapter describes the methodology developed
and utilized in implementing this study.

CHAPTER III
METHODOLOGY

The procedures developed and utilized in collecting
data for this study are described and summarized in this
chapter. The research methodology for this study consisted
of the following elements: (a) research populations;
(b) instrument development; (c) endorsement of this study;
(d) data collection; and (e) analysis of data.

Research Populations

The research populations for this study consisted of
the chief business, instructional, and student affairs admin-
istrators employed in the Community College System in Florida.
In order to correctly identify these chief administrators,
this investigator utilized the September, 1981 rosters of the
Council of Business Affairs, Council on Instructional Affairs,
and Council of Student Affairs. The rosters were obtained
from the State of Florida, Division of Community Colleges.
Revisions to the September, 1981 rosters were provided by
the chairperson of each council prior to the initial distri-
bution of the survey instrument.

The membership of the previously mentioned councils
represents the 28 public community/junior colleges in Florida
and serves in an advisory capacity to the Council of

Presidents. The Council of Presidents is comprised of the presidents from each of Florida's public community/junior colleges. The Council of Presidents transmits recommendations to the Division of Community Colleges, the State Community College Coordinating Board, and other appropriate bodies (Division of Community Colleges, 1981).

The community/junior college administrators who comprise the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs were specifically selected by this investigator: (a) because of their respective community/junior college president designated them as their institution's chief business, instructional, or student affairs officer; (b) in order to obtain research data from administrators employed in similar capacities at institutions which are relatively homogeneous in character and purpose and which share similar objectives and concerns; and (c) in order to compare the results of this study with previous need and job satisfaction research utilizing similar populations of administrators employed at community/junior colleges and universities located throughout the United States.

Council of Business Affairs

The Council of Business Affairs consists of the chief business officer, as designated by the president of each community[/junior] college, and the Chief of the Bureau of Financial and Business Services of the Division of Community Colleges, who serves as the Chairman of the Council. The Council serves in an

advisory capacity to the Council of Presidents
and develops recommendations relating to finan-
cial and business matters and submits them to
the Council of Presidents for appropriate
action. (Division of Community Colleges, 1981,
p. 15)

During the 1981-82 academic year, the Council of

Business Affairs had 28 members who served as their institu-

tion's chief business affairs administrator. The official

roster of the Council of Business Affairs was obtained from

the Division of Community Colleges, Bureau of Financial and

Business Services. The 28 Florida public community/junior

colleges with representatives on the Council of Business

Affairs are listed in Appendix A.

Council on Instructional Affairs

The Council on Instructional Affairs
consists of the chief instructional officer(s)
as designated by the president of each com-
munity[/junior] college. Under the Chief of
the Bureau of Program and Support Services
[of the Division of Community Colleges], the
Bureau staff works with the Council and serves
as a liaison between the Council and the Divi-
sion. The Council studies and acts on instruc-
tional matters of statewide concern and serves
in an advisory capacity to the Council of
Presidents. (Division of Community Colleges,
1981, p. 14)

During the 1981-32 academic year, the Council on

Instructional Affairs had 44 members who served as their

institution's chief instructional affairs administrators.

Of the 44 chief instructional affairs administrators on the

Council on Instructional Affairs, 26 chief instructional

affairs administrators represented individual campuses of

multi-campus community/junior colleges. The official roster

of the Council on Instructional Affairs was obtained from

the Division of Community Colleges, Bureau of Program Support

and Services. The 28 Florida public community/junior col-

leges with representatives on the Council on Instructional

Affairs are listed in Appendix A.

Council of Student Affairs

>The Council of Student Affairs consists
>of the chief student affairs officer(s) as .
>designated by the president of each community
>[/junior] college. Under the Chief of the
>Bureau of Program Support and Services of the
>Division of Community Colleges, the Bureau
>staff works with the Council and serves as the
>liaison between the Council and the Division.
>The Council serves in an advisory capacity to
>the Council of Presidents. It develops recom-
>mendations of statewide concern relating to
>all student affairs matters and transmits
>these recommendations to the Council of Presi-
>dents. (Division of Community Colleges, 1981,
>p. 15)

During the 1981-82 academic year, the Council of

Student Affairs had 39 members who served as their institu-

tion's chief student affairs administrators. Of the 39 chief

student affairs administrators on the Council of Student

Affairs, 20 chief student affairs administrators represented

individual campuses of multi-campus community/junior colleges.

The official roster of the Council of Student Affairs was

obtained from the Division of Community Colleges, Bureau of

Program Support and Services. The 28 Florida public community/

junior colleges with representatives on the Council of Student

Affairs are listed in Appendix A.

Instrument Development

Data for this study were collected by means of a two-part survey instrument. The first part of the instrument questioned the selected administrators on the level of perceived need fulfillment, satisfaction, and importance they experience in their professional positions. The second part of the instrument sought demographic data pertaining to the selected administrators. The two parts of the survey instrument are discussed in detail below. A copy of the complete survey instrument may be found in Appendix B.

Part I. Survey of Need Fulfillment, Satisfaction, and Importance

Porter (1962) developed a research instrument, the Need Fulfillment Questionnaire for Management, capable of quantifying the degree to which certain psychological needs of managers can be satisfied as a result of their work situation. Porter's instrument utilized a modified Maslow-type categorization of needs in order to ascertain perceived levels of need fulfillment, need satisfaction, and need importance (Porter, 1962). Porter's 1962 Need Fulfillment Questionnaire for Management and his 1961 Need Satisfaction Questionnaire contain identical sets of questions (Porter, 1962).

Porter's (1962) research instrument measures five basic need categories which slightly varies from Maslow's (1943) hierarchy of needs in three ways. First, Porter's instrument did not contain items related to the physiological

needs identified by Maslow. Items pertaining to physiological needs were excluded from the instrument because it was assumed that these needs were adequately satisfied for a person in a managerial position. Second, Maslow's "safety," "love," and "self-actualization" need categories were renamed by Porter to "security," "social," and "self-realization," respectively. Thirdly, Porter modified Maslow's hierarchy of needs by adding a category identified as "autonomy." Porter's "autonomy" category is comparable to Maslow's need for "esteem." In Porter's instrument, "autonomy" items were separated from other items more commonly associated with the term "esteem." Therefore, Porter's modification of Maslow's hierarchy of needs contains: security needs; social needs; esteem needs; autonomy needs; and self-realization needs (Williams, 1979).

Porter's instrument contained 13 items classified into a Maslow-type hierarchy of needs system. For purposes of this study, a minor adaption was made to Porter's instrument by substituting the term "community/junior college" for the term "company." The 13 items are listed below according to their respective category of need. However, the first part of the instrument utilized in this study had Porter's 13 items presented in the order in which he arranged them for his 1962 Need Fulfillment Questionnaire for Management.

The five Maslow (1943) categories of needs and the 13 items utilized in Porter's (1962) instrument were:

I. Security needs
1. The <u>feeling of security</u> in my management
   position

II. Social needs
1. The <u>opportunity</u>, in my management posi-
   tion, <u>to give help to other people</u>
2. The <u>opportunity to develop close friend-
   ships</u> in my management position

III. Esteem needs
1. The <u>feeling of self-esteem</u> a person gets
   from being in my management position
2. The <u>prestige</u> of my management position
   <u>inside</u> the company (that is, the regard
   received from others <u>in</u> the company)
3. The <u>prestige</u> of my management position
   <u>outside</u> the company (that is, the regard
   received from others <u>not</u> in the company)

IV. Autonomy needs
1. The <u>authority</u> connected with my management
   position
2. The <u>opportunity for independent thought
   and action</u> in my management position
3. The <u>opportunity</u>, in my management position,
   for <u>participation in the setting of goals</u>
4. The <u>opportunity</u>, in my management position,
   for <u>the participation in the determination
   of methods and procedures</u>

V. Self-actualization needs
1. The <u>opportunity for personal growth and
   development</u> in my management position
2. The <u>feeling of self-fulfillment</u> a person
   gets from being in my management position
   (that is, the feeling of being able to use
   one's own unique capabilities, realizing
   one's potentialities)
3. The <u>feeling of worthwhile accomplishment</u>
   in my management position. (Porter, 1962,
   p. 376)

For each of the previous 13 need items, chief business,
instructional, and student affairs administrators in Florida's
public community/junior colleges were asked the following
three questions:

(a) How much is there now?

 (min) 1   2   3   4   5   6   7 (max)

(b) How much should there be?

 (min) 1   2   3   4   5   6   7 (max)

(c) How important is this to me?

 (min) 1   2   3   4   5   6   7 (max)

(Porter, 1962, p. 376)

For each question, the respondent was asked to circle a number on a scale from 1 to 7, in which low numbers, 1-3, represented minimum amounts and high numbers, 5-7, represented maximum amounts. The midpoint of the scale was numbered 4 and represented an average situation, not outstanding in either direction (Williams, 1979).

Robinson, Athanasion, and Head (1978) pointed out that

> since the respondent to Porter's [1962] instru-
> ment will not be asked about satisfaction, per se,
> [one can assume that] the method of scaling used
> in this questionnaire reduces the probability that
> any simple response set determines the expression
> of satisfaction. An a priori assumption [was]
> made that the less the difference between "How much
> x is there," and "How much x should there be," the
> greater the satisfaction with the characteristics
> in question.   (p. 149)

This method takes into consideration the idea of "expectation" which may reasonably be expected to vary among management levels. The question readily asked of the respondent is, "How satisfied are you in terms of what you expected from this particular management position?" (Robinson et al., 1978, p. 149).

Although Porter's (1962) questionnaire has been used in numerous studies (Porter, 1961, 1962, 1963a, 1963b, 1963c, 1964a, 1964b; Slocum & Topichah, 1972; Trusty & Sergiovanni, 1966), until 1973, no one, including Porter, conducted a study to determine the questionnaire's test-retest reliability. In order to address this oversight, Dore and Meachem (1973) conducted a reliability study and concluded that Porter's (1962) questionnaire had a Pearson r product moment correlation of .83.

> According to Anastasi (1968)
>
> the measurement of attitudes is both difficult and controversial. . . . Attitude scales . . . may be validated against a number of criteria, such as membership in contrasted groups, ratings by close acquaintances, and biographical data secured through intensive interview or case studies. Because of the practical difficulties in obtaining such criterion, however, investigators have frequently relied on the familiar makeshifts involving validation by internal consistency or by correlation with another attitude scale. (pp. 481-482)

In an attempt to demonstrate that Porter's (1962) questionnaire is a valid instrument, Dore and Meachem (1973) administered it with Meachem's Self-Concept Scale, Meachem's Ideal Self-Concept Scale, Dore and Meachem's Required Self-Concept Scale, and Nash's Strong Vocational Interest Blank, Form T 399. Dore and Meachem (1973) found that Porter's (1962) Need Fulfillment Questionnaire for Management "has shown validity by being able to measure the effects of several variables, such as type of organization, and level within the organization, on job satisfaction" (p. 42).

Permission to use Porter's (1962) questionnaire for this study was requested and granted. A copy of Porter's letter of authorization to use his questionnaire appears in Appendix C.

Part II. Demographic Information

The demographic information requested from each of the respondents included: sex; age; race; highest academic degree earned; primary administrative responsibility; years in current position; annual salary before taxes; and the number of non-clerical staff directly supervised. Additional demographic information regarding the Fall, 1981 unduplicated enrollment (head count) at each respondent's institution of employment was also requested.

Endorsement of This Study

The research objectives of this study included the determination of perceived levels of need fulfillment, satis- faction, and importance of chief business, instructional, and student affairs administrators employed in the Community Col- lege System in Florida. This investigator believes that the results of this study can be of interest and value to the respondents and provide relevant and timely information to system-wide and institutional leaders in the Community College System in Florida. Therefore, this investigator contacted the Director of the Institute of Higher Education at the University of Florida and solicited the Institute's support and endorsement

of this study. A letter of endorsement from the Director
of the Institute of Higher Education at the University of
Florida was requested. The letter of endorsement expressed
recognition and support of this study and encouraged the
respondents to promptly complete and return the survey
instrument. A copy of the letter of endorsement appears
in Appendix D.

Data Collection

Initial Distribution

The initial distribution of the survey instrument
occurred at the meetings of the Council of Business Affairs,
Council on Instructional Affairs, and Council of Student
Affairs in St. Petersburg, Florida on December 3, 1981.

The respondents received a six-page survey booklet
containing a cover letter, the letter of endorsement from
the Institute of Higher Education at the University of Florida,
and the two-part survey instrument. The survey booklet was
specifically designed to enhance readership and encourage a
high rate of return. The survey booklets were numbered from
1 to 111 for follow-up purposes. The cover letter was repro-
duced on the official stationery of the Institute of Higher
Education at the University of Florida in order to lend addi-
tional credibility to this study. The cover letter described
the primary focus of this study and assured the respondents
that no personal or institutional data would be used in any

way that could personally identify them. This promise of confidentiality was reiterated on the survey instrument. A copy of the initial cover letter is contained in Appendix E.

Replies from 19 chief business affairs administrators, 22 chief instructional affairs administrators, and 14 chief student affairs administrators were received at the conclusion of the councils' meetings.

First Follow-up Procedure

The first follow-up procedure began the day after the meetings of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs adjourned. Administrators who did not respond to the initial distribution of the survey instrument were sent a follow-up request consisting of a new cover letter and an identical, pre-addressed, stamped survey booklet. A copy of the follow-up cover letter appears in Appendix F.

The first follow-up procedure resulted in six replies from chief business affairs administrators, 14 responses from chief instructional affairs administrators, and 18 returns from chief student affairs administrators.

Second Follow-up Procedure

The second follow-up procedure was initiated the day after the deadline date of the first follow-up procedure. This investigator telephoned each administrator who had not previously completed a survey instrument. This investigator

read the first cover letter and asked the administrator if
he or she would answer the survey instrument over the tele-
phone. The investigator read each item of the survey instru-
ment to the respondent and recorded the response that was
provided.

The second follow-up procedure produced two replies
from chief business affairs administrators, five responses
from chief instructional affairs administrators, and four
returns from chief student affairs administrators.

Total Numbers and Percentages of Responses

The total numbers and percentages of responses to
this study's survey instrument were: 27 of 28 (96.4%) of
chief business affairs administrators; 41 of 44 (93.1%) of
chief instructional affairs administrators; and 36 of 39
(92.3%) of chief student affairs administrators. The pre-
viously indicated rates of return were high enough to assure
the validity of this study's results (Florida Department of
Education, 1980).

Analysis of Data

Responses to the 13 need items in the first part of
the survey instrument yielded a need fulfillment score, a
need satisfaction score, and a need importance score for
each item.

Need Fulfillment Score

Responses to question "a", "How much (of a specific need item) is there now?", provided a measure of how much need fulfillment respondents perceived they were actually receiving from their professional positions at the time they completed the survey instrument (Williams, 1979).

Need Satisfaction Score

Responses to question "b", "How much (of a specific need item) should there be?", provided a measure of how much need fulfillment respondents felt they should receive from their professional positions at the time they completed the survey instrument. The difference between the score to this question and the preceding question, "b-a", indicated how satisfied respondents were with the need fulfillment they were receiving from their professional positions at the time they completed the survey instrument (Williams, 1979). The smaller the difference of "b-a", the greater the level of need satisfaction. Therefore, the level of need satisfaction was indicated by the difference between expected need fulfillment, "b", and actual need fulfillment, "a".

Need Importance Score

The third part of each need item asked respondents to answer the question, "How important is (the specific need item) to me?" By answering this question, respondents indicated the level of importance they attached to, or were concerned with, each type of need (Williams, 1979).

Statistical Packaging for the
        Social Sciences (SPSS)

In analyzing the data collected from respondents in this study, the Statistical Package for the Social Sciences (SPSS) was used. "SPSS is an integrated system of computer programs designed for the analysis of social science data. The system provides a unified and comprehensive package that enables the user to perform many different types of data analysis in a simple and convenient manner" (Nie, Null, Jenkins, Steinbrenner, & Bent, 1975, p. 1).

In analyzing the data collected for this study, three SPSS procedures were used. A frequencies procedure, a t-test procedure, and a one-way analysis of variance (ANOVA) procedure (F test) were utilized when appropriate.

Assumptions of statistical tests. The most powerful statistical tests are those having the strongest or most extensive assumptions. Parametric tests, such as t or F tests, have a variety of strong assumptions underlying their use (Siegel, 1956). Five assumptions that must be considered are

1. Observations must be independent.
2. Observations must be drawn from normally distributed populations.
3. Populations must have the same variance.
4. Variables must have been measured in at least an interval scale.
5. The means of these normal populations must be linear combinations of effects due to columns and/or rows. (Siegel, 1956, p. 19)

Frequencies procedure. The frequencies procedure was used to compute and present one-way frequency distribution tables for responses to the variables in the study. Frequency tables were obtained for the following groups of respondents: (a) chief business affairs administrators; (b) chief instructional affairs administrators; and (c) chief student affairs administrators.

T-test procedure. The t-test procedure was used to compute Student's t. The probability level for testing was set at $p < .05$. T-tests of significance were conducted on dichotomous variables.

One-way analysis of variance (ANOVA) procedure. One-way analysis of variance (ANOVA) was used with variables which were not dichotomous. This procedure provided a standard analysis of variance summary table showing sums of squares, degrees of freedom, mean squares, and the F ratio formed by dividing the between-group mean square by the within-group mean square. The summary tables also reported the probability level of the obtained F ratio.

Scheffé's test was used as an a posteriori contrast after each analysis was computed. "Scheffé uses a single range value for all comparisons, which is appropriate for examining all possible linear combinations of group means, not just pairwise comparisons. Thus, it is stricter than the other [a posteriori] tests. Scheffé is exact, even for

unequal group sizes" (Nie et al., 1975, p. 428). For this
test, an alpha level of significance was set at .05.

Chapter Summary

The manner in which the survey of chief business,
instructional, and student affairs administrators employed
in the Community College System in Florida was administered
has been described in this chapter. The major aspects of
the research methodology described in this chapter consisted
of the following elements: (a) research populations;
(b) instrument development; (c) endorsement of this study;
(d) data collection; and (e) analysis of data.

A detailed description of the research data obtained
for this study is presented in Chapter IV.

CHAPTER IV
PRESENTATION OF DATA

The data collected for this study are presented in this chapter. The primary purpose of this study was to determine the perceived level of need fulfillment, need satisfaction, and need importance that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions. Of the 111 chief business, instructional, and student affairs administrators in the Community College System in Florida, 104 administrators responded to this study's survey instrument. A breakdown of the rate of return indicated that 27 of 28 (96.4%) chief business affairs administrators, 41 of 44 (93.1%) chief instructional affairs administrators, and 36 of 39 (92.3%) chief student affairs administrators returned usable survey instruments.

The data presented in this chapter are reported in accordance with the five research objectives established for this study. This chapter is organized around the following groups of data: (a) description of respondents; (b) need fulfillment data; (c) need satisfaction data; (d) need importance data; (e) the effect of demographic characteristics; (f) statistical comparisons among administrator groups;

(g) comparisons with groups in other studies; and (h) a
chapter summary.

Description of Respondents

The research populations for this study consisted of
the chief business, instructional, and student affairs admin-
istrators employed in the Community College System in Florida.

Chief Business Affairs Administrators

Table 1 provides demographic characteristics for 27
respondents who indicated their professional status as chief
business affairs administrator. In summary, this group is
predominantly white (100.0%), male (96.3%), over 40 years of
age (74.0%), and holders of bachelor's degrees (40.7%) and
earned doctorates (40.7%).

A majority (51.9%) of the chief business affairs
administrators earn an annual salary of over $35,000 and
almost half (48.1%) supervise four to six professional staff
members. The largest percentage of respondents (59.3%) is
employed at community/junior colleges with unduplicated
enrollments under 10,000 students. One-third (33.3%) of these
administrators have served in their current position for one
to four years. An equal amount of respondents have been chief
business affairs administrators for five to nine years (25.9%)
or ten to fourteen years (25.9%).

TABLE 1

DEMOGRAPHIC CHARACTERISTICS FOR CHIEF BUSINESS, INSTRUCTIONAL, AND STUDENT AFFAIRS RESPONDENTS

Characteristic	Business Affairs Respondents		Instructional Affairs Respondents		Student Affairs Respondents	
	n	Percent[a]	n	Percent[a]	n	Percent[a]
Sex						
Female	1	3.7	11	26.8	7	19.4
Male	26	96.3	30	73.2	29	80.6
Age						
20-29	0	---	0	---	0	---
30-39	7	25.9	12	29.3	10	27.8
40-49	7	25.9	18	43.9	12	33.3
50-59	12	44.4	9	22.0	13	36.1
60 or over	1	3.7	2	4.9	1	2.8
Race						
American Indian	0	---	0	---	0	---
Asian	0	---	0	---	0	---
Black, Non-Hispanic	0	---	0	---	5	13.9
Hispanic	0	---	1	2.4	1	2.8
White, Non-Hispanic	27	100.0	40	97.6	30	83.3
Other	0	---	0	---	0	---
Highest Degree Earned						
Bachelor's Degree	11	40.7	0	---	0	---
Master's Degree	4	14.8	1	2.4	9	25.0
Specialist Degree	1	3.7	1	2.4	1	2.8
Doctoral Degree	11	40.7	39	95.1	25	69.4
Other	0	---	0	---	1	2.8
Years in Current Position						
Less than 1 year	2	7.4	15	36.6	6	16.7
1 to 4 years	9	33.3	12	29.3	6	16.7
5 to 9 years	7	25.9	7	17.1	9	25.0
10 to 14 years	7	25.9	5	12.2	10	27.8
15 or more years	2	7.4	2	4.9	5	13.9

TABLE 1--Continued

Characteristic	Business Affairs Respondents		Instructional Affairs Respondents		Student Affairs Respondents	
	n	Percent[a]	n	Percent[a]	n	Percent[a]
Annual Salary						
Less than $24,999	1	3.7	--	---	2	5.6
$25,000 to $29,999	2	7.4	--	---	6	16.7
$30,000 to $34,999	10	37.0	8	19.5	11	30.6
$35,000 or more	14	51.9	33	80.5	17	47.2
Professional Staff Supervised						
1 to 3 staff members	6	22.2	5	12.2	2	5.6
4 to 6 staff members	13	48.1	11	26.8	17	47.2
7 to 9 staff members	2	7.4	9	22.0	9	25.0
10 to 12 staff members	1	3.7	10	24.4	2	5.6
13 or more staff members	5	18.5	6	14.6	6	16.7
Institutional Unduplicated Enrollment						
Less than 9,999	16	59.3	15	36.6	18	50.0
10,000 to 19,999	6	22.2	13	31.7	10	27.8
20,000 to 29,999	0	---	5	12.2	1	2.8
30,000 to 39,999	2	7.4	1	2.4	2	5.6
40,000 and above	3	11.1	7	17.1	5	13.9

[a]Percentages may not equal 100 due to SPSS rounding errors.

Chief Instructional Affairs Administrators

Table 1 also provides demographic characteristics for 41 respondents who indicated their professional status as chief instructional affairs administrator. In summary, this group is predominantly white (97.6%), male (73.2%), between the ages of 40 to 49 (43.9%), and holders of earned doctorates (95.1%).

Although most of the chief instructional affairs administrators have served in their current position for less than four years (65.9%), the vast majority (80.5%) earn an annual salary of over $35,000. Over two-thirds (68.3%) of these administrators work at institutions with unduplicated enrollments under 20,000 students. These administrators are fairly divided on the number of professional staff supervised. Chief instructional affairs administrators frequently supervise four to six (26.8%), seven to nine (22.0%), or ten to twelve (24.4%) professional staff members.

Cheif Student Affairs Administrators

Table 1 also includes demographic characteristics for 36 respondents who indicated their professional status as chief student affairs administrator. In summary, this group is predominantly white (83.3%), male (80.6%), between the ages of 40 and 59 (69.4%), and holders of earned doctorates (69.4%).

Approximately one-third (30.6%) of the chief student affairs administrators earn between $30,000 and $34,999 per

year while 47.2% have an annual salary of over $35,000. Over
one-third (33.4%) of these administrators have served in their
current position for less than five years. Most (72.2%) chief
student affairs administrators supervise a professional staff
of four to nine members. Exactly half (50.0%) of these admin-
instrators work at community/junior colleges with unduplicated
enrollments of less than 10,000 students.

Need Fulfillment Data

The data reported in this section satisfy the require-
ments of the first objective of this study.

Research Objective 1

To determine the level of perceived need ful-
fillment for each of five psychological need
categories which chief business, instructional,
and student affairs administrators employed in
the Community College System in Florida
receive from their professional positions.

This study's survey instrument contained 13 need-related items.
After each item, three questions were asked. Need fulfillment
scores were obtained from answers to the first question, "a",
for each item. This question asked administrators, "How much
(of a specific need item) is there now?" Respondents rated
their perceptions on a seven-point interval scale with lower
numbers representing lesser amounts of need fulfillment and

higher numbers representing greater amounts of need fulfill-
ment.

Chief business affairs administrators. Table 2
reports need fulfillment mean scores for chief business
affairs administrators in five separate need categories.
Findings reveal that the highest level of need fulfillment
occurs in the security need category (5.704). The lowest
level of need fulfillment occurs in the self-realization need
category (5.160). These findings differ from the research
results reported by Strickland (1973) for a national sample
of chief business affairs administrators in public colleges
and universities. Strickland's (1973) study indicated that
chief business affairs administrators were most fulfilled
with autonomy needs and least fulfilled with social needs.

Table 16 in Appendix G provides individual mean scores
for fulfillment for each of 13 need-related items on this
study's survey instrument. In the security need category,
chief business affairs administrators are most fulfilled with
the feeling of security in their management positions (I-A).
In the self-realization need category, chief business affairs
administrators are least fulfilled with the opportunity for
personal growth and development in their management positions
(V-A).

Chief instructional affairs administrators. Table 2
reports need fulfillment mean scores for chief instructional
affairs administrators in five separate need categories.

TABLE 2

MEAN SCORES FOR NEED FULFILLMENT LEVEL BY NEED CATEGORY
FOR GROUPS OF RESPONDENTS

Administrator Group	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Business Affairs	27	5.704	5.685	5.395	5.648	5.160
Instructional Affairs	41	5.220	5.171	5.569	5.720	5.650
Student Affairs	36	5.417	5.708	5.500	5.514	5.574

Note. The mean need fulfillment score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

Findings reveal that the highest level of need fulfillment
occurs in the autonomy need category (5.720). The lowest
level of need fulfillment occurs in the social need category
(5.171). These findings are similar to the results provided
by Williams (1979) from a national sample of academic affairs
administrators located in all 50 states at 119 member insti-
tutions of the National Association of State Universities and
Land-Grant Colleges (NASULGC). The academic administrators
who comprised Williams' (1979) national sample were most ful-
filled with autonomy needs and least fulfilled with social
needs.

Table 17 in Appendix G provides individual mean scores
for fulfillment for each of 13 need-related items on this
study's survey instrument. In the autonomy need category,
chief instructional affairs administrators are most fulfilled
with the opportunity, in their management positions, for par-
ticipation in the setting of goals (IV-C). In the social need
category, chief instructional affairs administrators are least
fulfilled with the opportunity to develop close friendships
in their management positions (II-B).

Chief student affairs administrators. Table 2 reports
need fulfillment mean scores for chief student affairs admin-
istrators in five separate need categories. Findings reveal
that the highest level of need fulfillment occurs in the
social need category (5.708). The lowest level of need ful-
fillment occurs in the security need category (5.417). These

findings do not support the results obtained by Dye (1975). Dye (1975) surveyed a national sample of 218 student affairs administrators employed in public colleges and universities. The results of Dye's (1975) study revealed that the respondents were most fulfilled with security needs and least fulfilled with social needs.

Table 18 in Appendix G provides individual mean scores for fulfillment for each of 13 need-related items on this study's survey instrument. In the social need category, chief student affairs administrators are most fulfilled with the opportunity, in their management positions, to give help to other people (II-A). In the security need category, chief student affairs administrators are least fulfilled with the feeling of security in their management positions (I-A).

Need Fulfillment Data Summary

In reviewing the data revealed in Table 2 concerning need fulfillment for chief business, instructional, and student affairs administrators employed in the Community College System in Florida, two patterns emerge. First, security needs or social needs are either the most or least fulfilled needs for each group of administrators. Second, all need fulfillment mean scores are above 5.000. A need fulfillment mean score of 4.000 is average. Therefore, the data reflect above average perceptions of need fulfillment in all five need categories for each group of respondents.

Need Satisfaction Data

The data reported in this section satisfy the requirements of the second objective of this study.

Research Objective 2

To determine the level of perceived need satisfaction for each of five psychological need categories which chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

This study's survey instrument contained 13 need-related items. After each item, three questions were asked. Responses to question "b", "How much (of a specific need item) should there be?" provided a measure of how much need fulfillment respondents felt they should receive from their professional positions. Respondents rated their perceptions on a seven-point interval scale. Need satisfaction scores were indirectly obtained by calculating the numerical difference between the score to this question, "b", and the preceding question, "a". Thus, a simple subtraction procedure, "b-a", was used in order to obtain need satisfaction scores. The smaller the difference between need fulfillment expected and need fulfillment received, "b-a", the higher the level of need satisfaction.

Chief business affairs administrators. Table 3 reports need satisfaction mean scores for chief business affairs

TABLE 3

MEAN SCORES FOR NEED SATISFACTION LEVEL BY NEED CATEGORY
FOR GROUPS OF RESPONDENTS

Administrator Group	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Business Affairs	27	.481	.444	.383	.630	2.531
Instructional Affairs	41	.220	.829	.415	.525	1.846
Student Affairs	36	.611	.306	.593	.625	1.889

Note. Scores approaching .000 indicate a higher level of need satisfaction.

administrators in five separate need categories. Findings
reveal that chief business affairs administrators are most
satisfied with esteem needs (.383) and least satisfied with
self-realization needs (2.531). These findings are only in
partial agreement with the research results reported by
Strickland (1973). Strickland's (1973) national sample of
public college and university chief business affairs admin-
istrators found that these respondents were most satisfied
with security needs and least satisfied with self-realization
needs.

Table 19 in Appendix G provides individual mean
scores for satisfaction for each of 13 need-related items
on this study's research instrument. The data reveal that
chief business affairs administrators are most satisfied with
the prestige of their management positions inside their com-
munity/junior colleges (III-B). Chief business affairs admin-
istrators are least satisfied with the opportunity for personal
growth and development in their management positions (V-A).

Chief instructional affairs administrators. Table 3
reports need satisfaction mean scores for chief instructional
affairs administrators in five separate need categories. Find-
ings reveal that chief instructional affairs administrators
are most satisfied with security needs (.220) and least satis-
fied with self-realization needs (1.846). These findings
support the results reported by Williams (1979) based on a
national sample of academic administrators employed at 119

member institutions of NASULGC. The sample of NASULGC aca-
demic administrators were most satisfied with security needs
and least satisfied with self-realization needs.

Table 20 in Appendix G provides individual mean
scores for satisfaction for each of 13 need-related items
on this study's research instrument. The data reveal that
chief instructional affairs administrators are most satisfied
with the feeling of security in their management positions
(I-A). Chief instructional affairs administrators were least
satisfied with the feeling of self-fulfillment experienced
in their management positions (V-B).

Chief student affairs administrators. Table 3 reports
need satisfaction mean scores for chief student affairs admin-
istrators in five separate need categories. Findings reveal
that chief student affairs administrators are most satisfied
with social needs (.306) and least satisfied with self-
realization needs (1.889). These findings support the results
reported by Williams (1979) based on a national sample of
student affairs administrators employed at 119 member insti-
tutions of NASULGC and a statewide sample of Florida's State
University System's (SUS) student affairs administrators.
Williams' study reported that student affairs administrators
at NASULGC and SUS institutions were most satisfied with
social needs and least satisfied with self-realization needs.

Table 21 in Appendix G provides individual mean scores
for satisfaction for each of 13 need-related items on this

study's research instrument. The data reveal that chief student affairs administrators are most satisfied with the opportunity, in their management positions, to give help to other people (II-A). Chief student affairs administrators were least satisfied with the opportunity for personal growth and development in their management positions (V-A).

Need Satisfaction Data Summary

In reviewing the data revealed in Table 3 concerning need satisfaction for chief business, instructional, and student affairs administrators employed in the Community College System in Florida, two patterns emerge. First, there is no agreement among administrative groups regarding the need category that contains the most need satisfaction. Second, all three administrative groups identified self-realization as the least satisfied need category.

Need Importance Data

The data reported in this section satisfy the requirements of the third objective of this study.

Research Objective 3

To determine the level of perceived need importance for each of five psychological need categories which chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

This study's survey instrument contained 13 need-related items. After each item, three questions were asked. Responses to the third question, "c", "How important is (the specific need item) to me?" indicated the level of need importance respondents attached to each need item. Need importance scores are calculated using the same seven-point interval scale used in determining need fulfillment scores.

Chief business affairs administrators. Table 4 reports need importance mean scores for chief business affairs administrators in five separate need categories. Findings reveal that the highest level of need importance occurs in the self-realization need category (6.247). The lowest level of need importance occurs in the esteem need category (5.568). These findings differ from the research results reported by Strickland (1973) for a national sample of chief business affairs administrators in public colleges and universities. In 1973, Strickland revealed that chief business affairs administrators placed most importance on self-realization needs and least importance on security needs.

Table 22 in Appendix G provides individual mean scores for importance for each of 13 need-related items on this study's survey instrument. In the self-realization need category, chief business affairs administrators identified the feeling of worthwhile accomplishment in their management positions (V-C) as the most important need item. In the esteem need

TABLE 4

MEAN SCORES FOR NEED IMPORTANCE LEVEL BY NEED CATEGORY
FOR GROUPS OF RESPONDENTS

Administrator Group	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Business Affairs	27	5.667	5.870	5.568	6.065	6.247
Instructional Affairs	41	5.537	5.720	5.455	6.110	6.341
Student Affairs	36	5.722	5.958	5.583	6.076	6.278

Note. The mean need importance score was calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

category, chief business affairs administrators attached low importance to the prestige of their management positions outside of their community/junior colleges (III-C).

Chief instructional affairs administrators. Table 4 reports need importance mean scores for chief instructional affairs administrators in five separate need categories. Findings reveal that the highest level of need importance occurs in the self-realization need category (6.341). The lowest level of need importance occurs in the esteem need category (5.455). These findings are in partial agreement with the results reported by Williams (1979) based on a national sample of academic affairs administrators employed at 119 member institutions of NASULGC. Williams' study reported that academic affairs administrators at NASULGC institutions placed most importance on self-realization needs and least importance on security needs.

Table 23 in Appendix G provides individual mean scores for importance for each of 13 need-related items on this study's survey instrument. In the self-realization need category, chief instructional affairs administrators identified the feeling of self-fulfillment in their management positions (V-B) as the most important need item. In the esteem need category, chief instructional affairs administrators attached low importance to the prestige of their management positions outside their community/junior colleges (III-C).

Chief student affairs administrators. Table 4 reports
need importance mean scores for chief student affairs admin-
istrators in five separate need categories. Findings reveal
that the highest level of need importance occurs in the self-
realization need category (6.278). The lowest level of need
importance occurs in the esteem need category (5.583). These
findings fully support the results obtained by Dye (1975).
Dye (1975) surveyed a national sample of 218 student affairs
administrators employed in public colleges and universities.
The results of Dye's study revealed that the respondents
placed the highest degree of need importance on self-realiza-
tion needs and the lowest degree of need importance on esteem
needs. These findings are in partial agreement with the
results reported by Williams (1979). Williams indicated that
a national sample of student affairs administrators at NASULGC
institutions identified self-realization as their most impor-
tant need category and security as their least important need
category.

Table 24 of Appendix G provides individual mean scores
for importance for each of 13 need-related items on this
study's survey instrument. In the self-realization need cate-
gory, chief student affairs administrators identified the
feeling of worthwhile accomplishment in the management posi-
tions (V-C) as the most important need item. In the esteem
need category, chief student affairs administrators attached

low importance to the prestige of their management positions
outside their community/junior colleges (III-C).

Need Importance Data Summary

In reviewing the data revealed in Table 4 concerning
need importance for chief business, instructional, and student
affairs administrators employed in the Community College Sys-
tem in Florida, two patterns emerge. First, each administrator
group assigned the highest level of need importance to the
self-realization need category. Second, each administrator
group assigned the least amount of need importance to the
esteem need category.

The Effect of Demographic Characteristics

The data reported in this section satisfy the require-
ments of the fourth objective of this study.

Research Objective 4

To determine if statistically significant levels
exist between individual or institutional demo-
graphic characteristics and levels of obtained
need fulfillment, satisfaction, and importance
for chief business, instructional, and student
affairs administrators employed in the Community
College System in Florida.

Respondents to this study's survey instrument provided demo-
graphic information regarding sex, age, race, highest academic

degree earned, years in current position, annual salary, professional staff supervised, and institutional unduplicated enrollment. For the dichotomous demographic variable, sex, tests for statistical significance were conducted by using a t-test procedure on mean scores for each of the 15 need-related variables. For the seven nondichotomous demographic variables, tests for statistical significance were conducted by utilizing a one-way analysis of variance (ANOVA) procedure on mean scores for each of the 15 need-related variables. All tests for statistical significance were conducted at $p < .05$.

Need fulfillment findings (business affairs). Table 5 summarizes need fulfillment mean scores for eight demographic variables for chief business affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationships of the demographic variables with need fulfillment mean scores. One area of statistical significance at $p < .05$ was found on one demographic variable.

Years in current position is associated with statistically significant security need fulfillment mean scores. Chief business affairs administrators with 10 to 14 years of experience in their current position indicated a significantly higher level of security need fulfillment than their counterparts with more or less years of experience in their current position.

TABLE 5

NEED FULFILLMENT MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND RESULTS OF
STATISTICAL TESTS OF SIGNIFICANCE FOR CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Sex						
Female	1	4.000	6.000	4.667	4.750	5.333
Male	26	5.769	5.673	5.423	5.683	5.154
F Ratio[a]		1.768	.184	.831	.753	.020
df[b] = 26		N.S.[c]	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0					
30-39	7	6.000	5.643	5.476	5.714	5.286
40-49	7	5.857	6.000	5.667	5.964	5.429
50-59	12	5.333	5.542	5.250	5.313	4.861
60 or over	1	7.000	5.500	4.667	7.000	6.000
F Ratio[d]		.758	.579	.654	1.211	.499
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0					
Asian	0					
Black, Non-Hispanic	0					
Hispanic	0					
White, Non-Hispanic	27	5.704	5.685	5.395	5.648	5.160
Other	0					
F Ratio[d]		+	+	+	+	+
df = 26		+	+	+	+	+
Highest Degree Earned						
Bachelor's Degree	11	6.000	5.546	5.546	6.068	5.727
Master's Degree	4	6.000	6.250	5.333	5.563	5.083
Specialist Degree	1	7.000	7.000	6.667	7.000	6.000
Doctoral Degree	11	5.182	5.500	5.512	5.136	4.546
Other	0					
F Ratio[d]		1.159	2.632	1.332	2.330	2.099
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 5--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Years in Current Position						
less than 1 year	2	4.500	5.500	5.500	5.625	4.500
1 to 4 years	9	6.111	5.833	5.296	5.444	5.296
5 to 9 years	7	5.143	5.857	5.191	5.500	4.571
10 to 14 years	7	6.571	5.429	5.571	6.143	5.571
15 or more years	2	4.000	5.500	5.833	5.375	5.833
F Ratio		3.476a	.422	.343	.501	.908
df = 26			N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than $24,999	1	5.000	5.500	5.333	6.000	5.667
$25,000 to $29,999	2	5.000	5.750	4.500	4.125	4.667
$30,000 to $34,999	10	5.700	5.850	5.467	5.600	5.200
$35,000 or more	14	5.857	5.571	5.476	5.875	5.167
F Ratio		.318	.280	.873	1.824	.152
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Professional Staff Supervised						
1 to 3 staff members	6	5.833	6.083	5.889	6.000	5.722
4 to 6 staff members	13	5.846	5.500	5.000	5.481	5.103
7 to 9 staff members	2	5.000	5.750	5.667	5.375	4.500
10 to 12 staff members	1	4.000	6.000	4.667	4.750	5.333
13 or more staff members	5	5.800	5.600	5.867	5.950	4.867
F Ratio		.573	.676	2.454	.530	.501
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 5--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Institutional Unduplicated Enrollment						
Less than 9,999	16	5.500	5.656	5.417	5.703	5.188
10,000 to 19,999	6	6.167	5.917	5.389	5.167	5.056
20,000 to 29,999	0	----	----	----	----	----
30,000 to 39,999	2	5.500	5.250	5.667	5.500	5.500
40,000 and above	3	6.000	5.667	5.111	6.417	5.000
F Ratio		.406	.410	.182	.982	.076
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need fulfillment score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

[a] F Ratio determined by t tests

[b] df = degree

[c] N.S. means Not Significant at .05 alpha level

[d] F Ratio determined by one-way analysis of variance (ANOVA)

+ Calculations of one-way ANOVA were not performed. All respondents are members of one characteristic.

* $p < .05$

Need fulfillment findings (instructional affairs).
Table 6 summarizes need fulfillment mean scores for eight
demographic variables for chief instructional affairs admin-
istrators. Appropriate tests for statistical significance
were conducted at $p < .05$ to determine the relationships of
the demographic variables with need fulfillment mean scores.
No statistically significant relationships were found at $p < .05$
between demographic variables and need fulfillment mean scores
for chief instructional affairs administrators.

Need fulfillment findings (student affairs). Table 7
summarizes need fulfillment mean scores for eight demographic
variables for chief student affairs administrators. Appro-
priate tests for statistical significance were conducted at
$p < .05$ to determine the relationships of the demographic vari-
ables with need fulfillment mean scores. One area of statis-
tical significance at $p < .05$ was found on one demographic
variable.

Age is associated with statistically significant
social need fulfillment mean scores. Chief student affairs
administrators between the ages of 40 to 49 indicated a sig-
nificantly higher level of social need fulfillment than their
younger or older counterparts.

Need satisfaction findings (business affairs). Table 8
summarizes need satisfaction mean scores for eight demographic
variables for chief business affairs administrators. Appro-
priate tests for statistical significance were conducted at

TABLE 6

NEED FULFILLMENT MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Sex						
Female	11	5.182	5.000	5.727	5.841	6.152
Male	30	5.233	5.233	5.511	5.675	5.467
F Ratio[a]		.010	.434	.721	.321	3.364
df[b] = 40		N.S.[c]	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0					
30-39	12	5.000	5.333	5.361	5.542	5.556
40-49	18	5.167	5.111	5.833	5.931	5.815
50-59	9	5.222	5.056	5.296	5.444	5.296
60 or over	2	7.000	5.250	5.667	6.125	6.333
F Ratio[d]		1.074	.161	1.665	1.051	.730
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0					
Asian	0					
Black, Non-Hispanic	0					
Hispanic	1	6.000	4.500	5.667	7.000	6.333
White, Non-Hispanic	40	5.200	5.188	5.567	5.688	5.613
Other	0					
F Ratio[d]		.282	.457	.018	2.500	.396
df = 40		N.s.	N.s.	N.s.	N.s.	N.s.

TABLE 6--continued

Characteristic	n	Security	Social	Need Category		
				Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	0	---	---	---	---	---
Master's Degree	1	6.000	5.000	5.667	5.000	6.333
Specialist Degree	1	5.000	5.500	6.000	6.500	6.000
Doctoral Degree	39	5.205	5.167	5.556	5.718	5.624
Other	0	---	---	---	---	---
F Ratio[d]		.146	.066	.187	.800	.249
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Years In Current Position						
Less than 1 year	15	5.133	5.633	5.578	5.700	5.867
1 to 4 years	12	5.083	4.625	5.361	5.625	5.472
5 to 9 years	7	4.857	4.929	5.762	5.607	5.095
10 to 14 years	5	5.600	5.400	5.733	6.000	5.933
15 or more years	2	7.000	5.250	5.667	6.125	6.333
F Ratio		.951	2.079	.425	.308	.958
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than $24,999	0	---	---	---	---	---
$25,000 to $29,999	0	---	---	---	---	---
$30,000 to $34,999	8	5.250	5.438	5.708	5.656	5.750
$35,000 or more	33	5.212	5.106	5.535	5.735	5.626
F Ratio		.004	.706	.366	.056	.081
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Professional Staff Supervised						
1 to 3 staff members	5	4.000	5.300	5.667	5.200	5.000
4 to 6 staff members	11	5.273	5.273	5.708	5.864	5.879
7 to 9 staff members	9	5.444	5.056	5.296	5.917	5.333
10 to 12 staff members	10	5.100	5.050	5.633	5.525	5.700
13 or more staff members	6	6.000	5.250	5.389	5.917	6.167
F Ratio		1.401	.115	.792	.901	1.109
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 6--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Institutional Unduplicated Enrollment						
Less than 9,999	15	5.133	5.100	5.467	5.720	5.222
10,000 to 19,999	13	5.462	5.192	5.795	5.923	5.974
20,000 to 29,999	5	5.400	4.900	5.667	5.100	5.800
30,000 to 39,999	1	6.000	6.000	5.333	6.250	6.333
40,000 and above	7	4.714	5.350	5.333	5.964	5.762
F Ratio		.369	.323	.609	1.238	1.006
		N.S.	N.S.	N.S.	N.S.	N.S.
df = 40						

Note. The mean need fulfillment score was calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

[a] F Ratio determined by t tests

[b] df = degrees of freedom

[c] N.S. means Not Significant at .05 alpha level

[d] F Ratio determined by one-way analysis of variance (ANOVA)

[*] $p < .05$

TABLE 7

NEED FULFILLMENT MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF STUDENT AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Esteem	Autonomy	Self-Realization
				Need Category		
Sex						
Female	7	5.714	5.500	5.286	5.571	6.000
Male	29	5.345	5.759	5.552	5.500	5.471
F Ratio[a]		.545	.385	.619	.030	1.551
df[b] = 35		N.S.[c]	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	----	----	----	----	----
30-39	10	5.200	4.850	5.133	5.500	5.600
40-49	12	5.417	6.333	5.722	5.354	5.444
50-59	13	5.692	5.808	5.564	5.614	5.692
60 or over	1	4.000	5.500	5.667	6.250	5.333
F Ratio[d]		.816	6.077*	1.060	.325	.134
df = 35		N.S.		N.S.	N.S.	N.S.
Race						
American Indian	0	----	----	----	----	----
Asian	0	----	----	----	----	----
Black, Non-Hispanic	5	5.800	6.000	5.600	5.550	5.600
Hispanic	1	5.000	7.000	6.667	6.000	5.667
White, Non-Hispanic	30	5.367	5.617	5.444	5.492	5.567
Other	0	----	----	----	----	----
F Ratio[d]		.340	1.235	1.191	.129	.006
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 7--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	0	----	----	----	----	----
Master's Degree	9	5.889	6.056	5.593	5.694	5.889
Specialist Degree	1	5.000	6.500	5.667	5.750	5.000
Doctoral Degree	25	5.320	5.580	5.520	5.500	5.453
Other	1	4.000	5.000	4.000	4.000	6.333
F Ratio^d		1.064	.902	1.263	.922	.679
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Years In Current Position						
Less than 1 year	6	5.167	5.833	5.389	5.542	5.944
1 to 4 years	6	5.167	4.917	5.056	5.208	5.111
5 to 9 years	9	5.889	5.556	5.482	5.722	5.704
10 to 14 years	10	5.100	6.000	5.567	5.500	5.333
15 or more years	5	5.800	6.200	6.067	5.500	5.933
F Ratio^d		.787	1.722	1.162	.230	.827
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than $24,999	2	5.000	5.750	5.000	5.000	6.333
$25,000 to $29,999	6	5.500	5.917	5.500	5.458	5.333
$30,000 to $34,999	11	5.091	5.136	5.333	5.000	5.242
$35,000 or more	17	5.647	6.000	5.667	5.927	5.784
F Ratio^d		.567	1.995	.647	2.516	1.130
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 7--continued

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Professional Staff						
Supervised						
1 to 3 staff members	2	6.000	6.000	5.333	5.375	5.667
4 to 6 staff members	17	5.412	5.853	5.628	5.735	5.667
7 to 9 staff members	9	5.556	5.778	5.444	5.611	5.778
10 to 12 staff members	2	5.500	6.000	6.000	6.125	6.167
13 or more staff members	6	5.000	5.000	5.111	4.583	4.778
F Ratio		.316	.971	.666	2.030	1.257
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Institutional Unduplicated						
Enrollment						
Less than 9,999	18	5.611	5.778	5.704	5.736	5.833
10,000 to 19,999	10	4.600	5.450	5.133	5.025	4.967
20,000 to 29,999	1	6.000	7.000	6.000	6.500	6.000
30,000 to 39,999	2	6.000	5.250	5.333	4.500	5.000
40,000 and above	5	6.000	5.900	5.467	5.900	6.000
F Ratio		2.018	.765	.934	2.087	1.747
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need fulfillment score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

[a] F Ratio determined by t tests

[b] df = degrees of freedom

[c] N.S. means Not Significant at .05 alpha level

[d] F Ratio determined by one-way analysis of variance (ANOVA)

* p < .05

TABLE 8

NEED SATISFACTION MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Sex						
Female	1	2.000	.000	.667	1.000	2.000
Male	26	.423	.462	.372	.615	2.551
F Ratio[a]		1.647	.343	.187	.177	.032
df[b] = 26		N.S.[c]	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	7	.286	.071	.333	.679	2.619
40-49	7	.429	.500	.333	.393	1.952
50-59	12	.667	.667	.528	.792	3.028
60 or over	1	.000	.000	-.667	.000	.000
F Ratio[d]		.189	1.023	1.077	.448	.412
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	0	---	---	---	---	---
White, Non-Hispanic	27	.481	.444	.383	.630	2.531
Other	0	---	---	---	---	---
F Ratio[d]		+	+	+	+	+
df = 26						

TABLE 8--continued

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	11	.273	.227	.182	.364	1.455
Master's Degree	4	-.250	.625	.417	.250	1.583
Specialist Degree	1	.000	.000	.000	.000	2.333
Doctoral Degree	11	1.000	.636	.606	1.091	3.970
Other	0	----	----	----	----	----
F Ratio[d]		1.352	.690	.866	1.936	1.567
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Years in Current Position						
less than 1 year	2	1.500	.000	.667	.875	5.167
1 to 4 years	9	.111	.278	.333	.722	1.963
5 to 9 years	7	1.000	.571	.476	.643	3.571
10 to 14 years	7	.000	.429	.238	.286	1.810
15 or more years	2		1.250	.500	1.125	1.333
F Ratio[d]		1.288	.863	.212	.444	.850
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than $24,999	1	.000	.000	.000	.000	.000
$25,000 to $29,999	2	1.000	.250	1.333	1.875	4.667
$30,000 to $34,999	10	.400	.300	.600	.750	3.000
$35,000 or more	14	.500	.607	.119	.411	2.071
F Ratio[d]		.170	.457	3.312	2.070	.755
df = 26		N.S.	N.S.	*	N.S.	N.S.

TABLE 8--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Professional Staff						
Supervised						
1 to 3 staff members	6	.000	.417	.111	.375	1.222
4 to 6 staff members	13	.462	.500	.410	.654	2.026
7 to 9 staff members	2	1.500	.250	.833	1.375	5.833
10 to 12 staff members	1	2.000	.000	.667	1.000	2.000
13 or more staff members	5	.400	.500	.400	.500	4.200
F Ratio		.970	.124	.501	.512	1.507
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Institutional Unduplicated						
Enrollment						
Less than 9,999	16	.625	.595	.417	.594	2.458
10,000 to 19,999	6	.333	.083	.611	1.083	3.500
20,000 to 29,999	0	----	----	----	----	----
30,000 to 39,999	2	.500	.750	.333	.875	1.167
40,000 and above	3	.000	.167	-.222	-.250	1.889
F Ratio		.236	.877	1.118	1.708	.372
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

Note.   Scores approaching .000 indicate a higher level of need satisfaction.

[a] F Ratio determined by t tests

[b] df = degrees of freedom

[c] N.S. means Not Significant at .05 alpha level

[d] F Ratio determined by one-way analysis of variance (ANOVA)

+ Calculations of one-way ANOVA were not performed. All respondents are members of one characteristic.

* $p < .05$

p < .05 to determine the relationships of the demographic variables with need satisfaction mean scores. One area of statistical significance at p < .05 was found on one demographic variable.

Annual salary is associated with statistically significant esteem need satisfaction mean scores. Chief business affairs administrators with an annual salary of $35,000 or more indicated a significantly higher level of esteem need satisfaction than their counterparts earning smaller annual salaries.

Need satisfaction findings (instructional affairs). Table 9 summarizes need satisfaction mean scores for eight demographic variables for chief instructional affairs administrators. Appropriate tests for statistical significance were conducted at p < .05 to determine the relationships of the demographic variables with need satisfaction mean scores. One area of statistical significance at p < .05 was found on one demographic variable.

Years in current position is associated with statistically significant esteem need satisfaction mean scores. Chief instructional affairs administrators with one to four years of experience in their current position indicated a significantly lower level of esteem need satisfaction than their counterparts with more or less years of experience in their current position.

TABLE 9

NEED SATISFACTION MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Sex						
Female	11	.273	.864	.455	.682	1.211
Male	30	.200	.817	.400	.467	2.111
F Ratio[a]		.025	.009	.032	.579	1.147
df[b] = 40		N.S.[c]	N.S.	N.S.	N.S.	N.S.
Age						
20–29	0	---	---	---	---	---
30–39	12	.500	.542	.472	.667	1.833
40–49	18	.444	.667	.148	.250	1.537
50–59	9	-.333	1.444	.963	1.028	3.000
60 or over	2	-1.000	1.250	.000	-.125	-.500
F Ratio		1.573	.940	2.201	2.806	1.213
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	1	.000	1.000	.667	.000	1.333
White, Non-Hispanic	40	.225	.825	.408	.538	1.858
Other	0	---	---	---	---	---
F Ratio[d]		.029	.016	.088	.436	.038
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

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TABLE 9--continued

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	0	----	----	----	----	----
Master's Degree	1	-3.000	2.000	1.000	1.750	1.333
Specialist Degree	1	1.000	.500	.000	.000	.333
Doctoral Degree	39	.282	.808	.410	.506	1.897
Other	0	----	----	----	----	----
F Ratio[d]		3.782	.392	.346	1.436	.184
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Years in Current Position						
Less than 1 year	15	.400	.467	.178	.467	1.156
1 to 4 years	12	.417	1.375	1.506	.958	2.972
5 to 9 years	7	.571	.857	.000	.214	2.619
10 to 14 years	5	-.800	.400	.333	.350	1.067
15 or more years	2	-1.000	1.250	.000	-.125	-.500
F Ratio[d]		1.577	.917	3.079	1.666	1.552
df = 40		N.S.	N.S.	*	N.S.	N.S.
Annual Salary						
Less than $24,999	0	----	----	----	----	----
$25,000 to $29,999	0	----	----	----	----	----
$30,000 to $34,999	8	.250	1.250	.667	.969	2.292
$35,000 or more	33	.212	.727	.354	.417	1.737
F Ratio[d]		.005	.952	.873	3.255	.282
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 9--continued

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Professional Staff Supervised						
1 to 3 staff members	5	1.000	1.000	.533	1.000	4.000
4 to 6 staff members	11	-.091	.636	.152	.386	1.515
7 to 9 staff members	9	.444	.944	.593	.417	2.333
10 to 12 staff members	10	-.200	.550	.233	.600	1.700
13 or more staff members	6	-.167	1.333	.833	.417	.167
F Ratio		.798	.379	.852	.592	1.692
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Institutional Unduplicated Enrollment						
Less than 9,999	15	.200	1.167	.600	.683	2.911
10,000 to 19,999	13	-.077	.769	.282	.462	1.256
20,000 to 29,999	5	.500	1.000	.000	.450	.933
30,000 to 39,999	1	.000	-.500	.000	.000	.000
40,00 and above	7	.714	.286	.619	.429	1.571
F Ratio		.432	.758	.695	.291	1.083
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

Note. Scores approaching .000 indicate a higher level of need satisfaction.

[a]F Ratio determined by t tests

[b]df = degrees of freedom

[c]N.S. means Not Significant at .05 alpha level

[d]F Ratio determined by one-way analysis of variance (ANOVA)

* $p < .05$

Need satisfaction findings (student affairs).
Table 10 summarizes need satisfaction mean scores for eight
demographic variables for chief student affairs administra-
tors. Appropriate tests for statistical significance were
conducted at $p < .05$ to determine the relationships of the
demographic variables with need satisfaction mean scores.
One area of statistical significance at $p < .05$ was found on
one demographic variable.

The number of professional staff supervised is asso-
ciated with statistically significant autonomy need satis-
faction mean scores. Chief student affairs administrators
who supervise 13 or more staff members indicated a signifi-
cantly lower level of autonomy need satisfaction than their
counterparts who supervise fewer professional staff members.

Need importance findings (business affairs). Table 11
summarizes need importance mean scores for eight demographic
variables for chief business affairs administrators. Appro-
priate tests for statistical significance were conducted at
$p < .05$ to determine the relationships of the demographic
variables with need importance mean scores. Three areas of
statistical significance were found on three demographic
variables.

Age is associated with statistically significant
security need importance mean scores. Chief business affairs
administrators between the ages of 40 to 49 place more impor-
tance on security needs than their younger or older counter-
parts.

TABLE 10

NEED SATISFACTION MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR CHIEF STUDENT AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Sex						
Female	7	.571	.357	.619	.679	.905
Male	29	.621	.293	.586	.612	2.126
F Ratio[a]		.011	.014	.010	.030	2.037
df[b] = 35		N.S.[c]	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	10	.800	.950	.900	.650	2.067
40-49	12	.750	-.208	.528	.875	2.444
50-59	13	.385	.269	.462	.423	1.385
60 or over	1	.000	.500	.000	.000	.000
F Ratio[c]		.446	.156	.846	.681	.842
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	5	.400	.700	.933	.900	2.533
Hispanic	1	2.000	.000	.333	1.000	2.333
White, Non-Hispanic	30	.600	.250	.544	.567	1.767
Other	0	---	---	---	---	---
F Ratio[d]		.926	.281	.573	.375	.307
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 10--continued

Characteristic	n	Security	Social	Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	0	-----	-----	-----	-----	-----
Master's Degree	9	.333	.556	.407	.194	.926
Specialist Degree	1	2.000	.000	.667	1.000	3.667
Doctoral Degree	25	.560	.600	.587	.680	2.187
Other	1	3.000	1.000	2.333	2.750	1.333
F Ratio d		2.785	2.083	1.981	3.170	1.110
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Years in Current Position						
Less than 1 year	6	.500	.417	.722	.542	1.111
5 to 9 years	6	1.667	.667	.667	.750	2.333
10 to 14 years	9	.667	.833	.889	.722	2.259
15 or more years	10	.500	.500	.433	.475	1.833
	5	.200	.400	.133	.700	1.733
F Ratio d		.602	1.607	.904	.134	.337
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than $24,999	2	1.500	.500	1.167	1.375	.667
$25,000 to $29,999	6	.833	.917	.333	.333	1.611
$30,000 to $34,999	11	.818	.546	.576	1.046	2.576
$35,000 or more	17	.294	.559	.628	.368	1.686
F Ratio d		1.185	2.449	.572	2.161	.714
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 10--continued

| Characteristic | n | Security | Need Category | | | |
			Social	Esteem	Autonomy	Self-Realization
Professional Staff Supervised						
1 to 3 staff members	2	.000	.250	.500	.250	1.500
4 to 6 staff members	17	.647	-.118	.471	.456	1.490
7 to 9 staff members	9	.111	.833	.630	.444	1.815
10 to 12 staff members	2	1.000	.000	.167	.250	.667
13 or more staff members	6	1.333	.833	1.056	1.625	3.667
F Ratio		1.466	1.144	.770	2.763	1.564
df = 35		N.S.	N.S.	N.S.	*	N.S.
Institutional Unduplicated Enrollment						
less than 9,999	18	.389	.222	.259	.417	1.185
10,000 to 19,999	10	1.400	.000	.867	.925	2.833
20,000 to 29,999	1	.000	.000	1.000	.500	2.000
30,000 to 39,999	2	1.000	1.250	1.333	2.000	4.000
40,000 and above	5	-.200	.900	.867	.250	1.667
F Ratio		2.912	.689	2.005	2.202	1.717
df = 35		*	N.S.	N.S.	N.S.	N.S.

Note. Scores approaching .000 indicate a higher level of need satisfaction.

[a] F Ratio determined by t tests

[b] df = degrees of freedom

[c] N.S. means Not Significant at .05 alpha level

[d] F Ratio determined by one-way analysis of variance (ANOVA)

* p < .05

TABLE 11

NEED IMPORTANCE MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Sex						
Female	1	4.000	6.000	4.333	6.000	5.667
Male	26	5.730	5.865	5.615	6.067	6.269
F Ratio[a]		1.531	.036	1.580	.009	.667
df[b] = 26		N.S.[c]	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	7	5.857	5.500	5.714	6.286	6.571
40-49	7	6.714	6.214	5.714	6.286	6.381
50-59	12	6.083	5.958	5.528	5.791	6.000
60 or over	1	4.000	5.000	4.000	6.250	6.000
F Ratio[d]		3.223	2.095	.893	1.168	1.075
df = 26		*	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	0	---	---	---	---	---
White, Non-Hispanic	27	5.667	5.870	5.568	6.065	6.247
Other	0	---	---	---	---	---
F Ratio[d]		+	+	+	+	+
df = 26						

TABLE 11--continued

Characteristic	n	Security	Social	Need Category		
				Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	11	5.455	5.500	5.515	6.136	6.424
Master's Degree	4	5.750	6.375	5.417	5.813	5.917
Specialist Degree	1	7.000	7.000	6.667	7.000	7.000
Doctoral Degree	11	5.723	5.955	5.576	6.000	6.121
Other	0	---	---	---	---	---
F Ratio[d]		.377	3.536*	.403	.861	.978
df = 26		N.S.		N.S.	N.S.	N.S.
Years in Current Position						
Less than 1 year	2	6.000	5.250	5.833	6.250	7.000
1 to 4 years	9	5.333	5.889	5.444	6.278	6.296
5 to 9 years	7	6.143	6.214	5.381	5.821	5.857
10 to 14 years	7	5.571	5.500	5.667	6.036	6.238
15 or more years	2	5.500	6.500	6.167	5.875	6.667
F Ratio[d]		.342	2.063	.284	.475	1.299
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than $24,999	1	5.000	5.000	4.667	5.500	7.000
$25,000 to $29,999	2	5.000	6.000	5.333	6.250	6.333
$30,000 to $34,999	10	6.300	5.950	6.033	6.275	6.333
$35,000 or more	14	5.357	5.857	5.333	5.929	6.119
F Ratio[d]		1.183	.574	1.299	.752	.540
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 11--continued

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Professional Staff						
Supervised						
1 to 3 staff members	6	5.833	6.167	5.722	6.250	6.722
4 to 6 staff members	13	5.385	5.654	5.128	5.827	5.949
7 to 9 staff members	2	6.500	6.000	6.667	7.000	6.833
10 to 12 staff members	1	4.000	6.000	4.333	6.000	5.667
13 or more staff members	5	6.200	6.000	6.333	6.100	6.333
F Ratio		.864	.634	3.063	1.564	1.987
df = 26		N.S.	N.S.	*	N.S.	N.S.
Institutional Unduplicated						
Enrollment						
Less than 9,999	16	6.000	5.906	5.563	6.141	6.333
10,000 to 19,999	6	5.500	5.833	5.722	6.125	6.444
20,000 to 29,999	0	---	---	---	---	---
30,000 to 39,999	2	6.000	6.250	6.617	6.000	6.500
40,000 and above	3	4.000	5.500	4.889	5.833	5.222
F Ratio		2.038	.483	.705	.551	2.832
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need importance score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

[a] F Ratio determined by t tests

[b] df = degrees of freedom

[c] N.S. means Not Significant at .05 alpha level

[d] F Ratio determined by one-way analysis of variance (ANOVA)

+ Calculations of one-way ANOVA were not performed. All respondents members of one characteristic.

* $p < .05$

Highest academic degree earned is associated with statistically significant social need importance mean scores. Chief business affairs administrators who hold a specialist degree place more importance on social needs than their counterparts who hold other earned degrees. This finding is treated with caution since the scores from only one chief business affairs administrator with a specialist degree were available for testing purposes.

The number of professional staff supervised is associated with statistically significant esteem need importance mean scores. Chief business affairs administrators who supervise seven to nine staff members place more importance on esteem needs than their counterparts who supervise fewer professional staff members. This finding is treated with caution since the scores from only two chief business affairs administrators who supervise seven to nine staff members were available for testing purposes.

Need importance findings (instructional affairs). Table 12 summarizes need importance mean scores for eight demographic variables for chief instructional affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationship of the demographic variables with need importance mean scores. Five areas of statistical significance were found on two demographic variables.

Sex is associated with statistically significant esteem, autonomy, and self-realization mean scores. Chief instructional affairs administrators who are female place more importance on esteem, autonomy, and self-realization than males.

TABLE 12

NEED IMPORTANCE MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Esteem	Autonomy	Self-Realization
Sex						
Female	11	5.273	5.818	6.030	6.523	6.727
Male	30	5.633	5.683	5.244	5.958	6.200
F Ratio[a]		.740	.212	6.742	4.892	5.008
df[b] = 40		N.S.[c]	N.S.	*	*	*
Age						
20-29	0					
30-39	12	5.417	5.875	5.417	6.042	6.333
40-49	18	5.444	5.500	5.482	6.139	6.170
50-59	9	5.556	5.889	5.444	6.194	6.370
60 or over	2	7.000	6.000	5.500	5.875	6.000
F Ratio[d]		1.103	.762	.013	.133	.163
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0					
Asian	0					
Black, Non-Hispanic	0					
Hispanic	1	6.000	5.500	6.667	7.000	7.000
White, Non-Hispanic	40	5.525	5.725	5.425	6.088	6.325
Other	0					
F Ratio		.153	.071	1.821	1.428	.902
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 12--continued

Characteristic	n	Security	Social	Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	0	---	---	---	---	---
Master's Degree	1	4.000	5.000	5.000	5.500	6.000
Specialist Degree	1	6.000	5.500	5.333	6.500	6.333
Doctoral Degree	39	5.614	5.744	5.470	6.115	6.350
Other	0	---	---	---	---	---
F Ratio[d]		.924	.423	.131	.444	.117
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Years in Current Position						
less than 1 year	15	5.200	5.833	5.333	6.000	6.311
1 to 4 years	12	5.750	5.667	5.833	6.521	6.750
5 to 9 years	7	5.571	5.643	5.238	5.679	6.095
10 to 14 years	5	5.400	5.500	5.200	6.150	5.933
15 or more years	2	7.000	6.000	5.500	5.875	6.000
F Ratio[d]		1.204	.228	.751	1.685	1.954
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than $24,999	0	---	---	---	---	---
$25,000 to $29,999	0	---	---	---	---	---
$30,000 to $34,999	8	6.250	6.250	6.000	6.594	6.458
$35,000 or more	33	5.364	5.591	5.323	5.992	6.313
F Ratio[d]		3.858	4.503	3.738	4.392	.271
df = 40		N.S.	*	N.S.	*	N.S.

TABLE 12--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Professional Staff						
Supervised						
1 to 3 staff members	5	5.400	6.000	5.333	6.200	6.600
4 to 6 staff members	11	5.364	5.909	5.455	6.205	6.606
7 to 9 staff members	9	5.667	5.722	5.370	6.194	6.259
10 to 12 staff members	10	5.500	5.300	5.300	5.850	6.133
13 or more staff members	6	5.833	5.833	5.944	6.167	6.111
F Ratio		.182	.969	.512	.366	.972
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Institutional Unduplicated						
Enrollment						
Less than 9,999	15	5.800	5.967	5.489	6.183	6.200
10,000 to 19,999	13	5.231	5.577	5.410	6.173	6.436
20,000 to 29,999	5	5.600	5.600	5.200	5.600	6.267
30,000 to 39,999	1	5.000	5.000	5.333	6.250	7.000
40,000 and above	7	5.571	5.643	5.667	6.179	6.429
F Ratio		.432	.646	.190	.621	.447
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need importance score was calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level).

[a] F Ratio determined by t tests

[b] df = degrees of freedom

[c] N.S. means Not Significant at .05 alpha level

[d] F Ratio determined by one-way analysis of variance (ANOVA)

* $p < .05$

Annual salary is associated with statistically sig-
nificant social and autonomy mean scores. Chief instructional
affairs administrators with an annual salary between $30,000
and $34,999 place more importance on social and autonomy
needs than their counterparts earning $35,000 per year or
more.

Need importance findings (student affairs). Table 13
summarizes need importance mean scores for eight demographic
variables for chief student affairs administrators. Appro-
priate tests for statistical significance were conducted at
$p < .05$ to determine the relationships of the demographic
variables with need importance mean scores. No statistically
significant relationships were found at $p < .05$ between demo-
graphic variables and need importance mean scores for chief
student affairs administrators.

Statistical Comparisons Among
Administrator Groups

The data reported in this section satisfy the require-
ments of the fifth objective of this study.

Research Objective 5

To determine if statistically significant differ-
ences exist among the obtained need fulfillment,
satisfaction, and importance responses given by
the group of chief business affairs administrators,
the group of chief instructional affairs admin-
istrators, and the group of chief student affairs

TABLE 13

NEED IMPORTANCE MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF STUDENT AFFAIRS ADMINISTRATORS

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Sex						
Female	7	6.000	5.786	5.667	6.179	6.476
Male	29	5.655	6.000	5.563	6.052	6.230
F Ratio[a]		.470	.315	.095	.228	1.007
df[b] = 35		N.S.[c]	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	10	5.400	5.500	5.400	6.075	6.433
40-49	12	6.000	6.333	5.944	6.083	6.361
50-59	13	5.846	5.962	5.462	6.058	6.154
60 or over	1	4.000	6.000	4.667	6.250	5.333
F Ratio[d]		1.241	1.657	1.673	.028	1.443
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	5	6.600	6.500	6.133	6.600	6.600
Hispanic	1	6.000	7.000	6.667	6.750	6.667
White, Non-Hispanic	30	5.667	5.833	6.456	5.967	6.211
Other	0	---	---	---	---	---
F Ratio[d]		1.724	1.981	2.838	3.159	1.196
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 13--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	0	---	---	---	---	---
Master's Degree	9	5.778	5.722	5.370	6.000	6.111
Specialist Degree	1	7.000	6.500	6.667	7.000	6.667
Doctoral Degree	25	5.680	6.020	5.600	6.100	6.293
Other	1	5.000	6.000	6.000	5.250	7.000
F Ratio[d]		.505	.349	.946	1.424	.904
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Years in Current Position						
Less than 1 year	6	5.667	6.083	5.778	6.000	6.333
1 to 4 years	6	6.333	5.333	5.056	5.833	6.111
5 to 9 years	9	5.778	6.167	6.074	6.583	6.667
10 to 14 years	10	5.400	5.900	5.400	5.950	5.933
15 or more years	5	5.600	6.300	5.467	5.800	6.400
F Ratio[d]		.575	1.079	2.018	2.427	2.396
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than $24,999	2	5.500	6.000	6.000	5.625	6.667
$25,000 to $29,999	6	6.000	5.583	5.500	5.833	5.889
$30,000 to $34,999	11	5.909	5.456	5.394	6.068	6.273
$35,000 or more	17	5.529	6.353	5.686	6.220	6.373
F Ratio[d]		.353	2.510	.497	.954	1.381
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 13--continued

Characteristic	n	Need Category				
		Security	Social	Esteem	Autonomy	Self-Realization
Professional Staff						
Supervised						
1 to 3 staff members	2	6.000	6.250	4.667	5.500	5.667
4 to 6 staff members	17	5.706	5.824	5.745	6.059	6.157
7 to 9 staff members	9	5.444	6.333	5.370	6.139	6.519
10 to 12 staff members	2	7.000	6.250	6.167	6.375	6.667
13 or more staff members	6	5.667	5.583	5.556	6.125	6.333
F Ratio		.711	.841	.354	.547	1.417
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Institutional Unduplicated						
Enrollment						
Less than 9,999	18	5.778	5.917	5.389	5.944	6.167
10,000 to 19,999	10	6.100	5.600	5.633	6.000	6.133
20,000 to 29,999	1	4.000	7.000	6.333	6.750	7.000
30,000 to 39,999	2	6.000	6.250	6.667	6.875	7.000
40,000 and above	5	5.000	6.500	5.600	6.250	6.533
F Ratio		1.330	1.296	1.555	1.537	1.888
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need importance score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

[a] F Ratio determined by t tests

[b] df = degrees of freedom

[c] N.S. means Not Significant at .05 alpha level

[d] F Ratio determined by one-way analysis of variance (ANOVA)

* p < .05

administators employed in the Community

College System in Florida.

Table 14 reports findings after one-way analysis of variance

(ANOVA) tests were conducted on 104 scores for need fulfill-

ment, satisfaction, and importance among chief business,

instructional, and student affairs administrators. Only

mean scores in the social fulfillment need category were

statistically significant at $p < .05$ between chief instruc-

tional affairs administrators and chief student affairs

administrators.

Chief student affairs administrators indicated sig-

nificantly higher levels of fulfillment with social needs

than chief instructional affairs administrators. These find-

ings are suspect because the Scheffé test denoted that the

two groups were significantly different at $p < .05$. Since the

Scheffé procedure is more rigorous than other multiple com-

parison methods, it discourages the creation of Type I errors.

Scheffé (1959) suggested that a critical value of .10 instead

of .05 could be used if relaxed criterion is acceptable.

Comparisons with Groups in Other Studies

Various research studies have been conducted by using

Porter's (1962) Need Fulfillment Questionnaire for Management.

Many of the research studies utilizing Porter's instrument

were described in Chapter II. Results obtained in these

earlier studies can be compared to data obtained in this study

TABLE 14

AREAS OF STATISTICAL SIGNIFICANCE INDICATED BY ONE-WAY ANALYSIS OF
VARIANCE TESTS FOR NEED FULFILLMENT, SATISFACTION, AND IMPORTANCE
AMONG CHIEF BUSINESS, INSTRUCTIONAL, AND STUDENT
AFFAIRS ADMINISTRATORS

Need Aspect	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Fulfillment[a]						
Business Affairs	27	5.704	5.685	5.395	5.648	5.160
Instructional Affairs	41	5.220	5.171	5.569	5.720	5.650
Student Affairs	36	5.417	5.708	5.500	5.514	5.574
F Ratio		1.063	3.993	.414	.463	1.741
df[b] = 103		N.S.[c]	.*[e]	N.S.	N.S.	N.S.
Satisfaction[d]						
Business Affairs	27	.481	.444	.383	.630	2.531
Instructional Affairs	41	.220	.829	.415	.524	1.846
Student Affairs	36	.661	.306	.593	.625	1.889
F Ratio		1.057	1.946	.716	.179	.684
df = 103		N.S.	N.S.	N.S.	N.S.	N.S.
Importance[a]						
Business Affairs	27	5.667	5.870	5.568	6.065	6.247
Instructional Affairs	41	5.537	5.720	5.455	6.110	6.341
Student Affairs	36	5.722	5.958	5.583	6.076	6.278
F Ratio		.227	.841	.228	.040	.181
df = 103		N.S.	N.S.	N.S.	N.S.	N.S.

[a] Mean need fulfillment and need importance scores are calculated by utilizing a seven-point
interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

[b] df = degrees of freedom

[c] N.S. means Not Significant at the .05 alpha level.

[d] Scores approaching .000 indicate a higher level of need satisfaction.

[e] Scheffé test denotes groups significantly different at .05 level (Instructional Affairs/Student
Affairs).

* p < .05

in order to gain a clear perspective and understanding of the need levels reported by administrators in this study.

Table 15 summarizes need satisfaction mean scores obtained for 12 groups of administrators including the three groups in this study. The table also provides a rank ordering of these mean scores from most satisfied (1) to least satisfied (12). The subjects in the prior studies include selected academic and student affairs aministrators from the National Association of State Universities and Land-Grant Colleges (NASULGC) and the State University System (SUS) of Florida (Williams, 1979), chief business affairs administrators in insitutions of higher education (Strickland, 1973), student affairs administrators in higher education (Dye, 1975), business and industrial vice-presidents (Porter, 1963), industrial middle-level and upper-level managers (Slocum, 1971), and military officers with administrative responsibilities (Mitchell, 1970). Statistical tests of significance were not conducted on the differences between mean scores of counterpart groups because sufficient data from the other studies were not available.

The composite ranking for Table 15 is determined by averaging the five need satisfaction mean scores for each administrator group. The averages for each administrator group's mean scores are ranked from one to twelve. Scores approaching .000 indicate a greater level of need satisfaction.

TABLE 15

SUMMARY OF NEED SATISFACTION MEAN SCORES OF ADMINISTRATOR GROUPS
WITH RESULTS OF RANK ORDERING OF SCORES

Administrator Group	n	Security-- Rank	Social-- Rank	Need Category Esteem-- Rank	Autonomy-- Rank	Self-Realization-- Rank	Composite[a] Rank
Chief Business Affairs Administrators	27	.48-- 8	.44-- 7	.38-- 3	.63-- 8	2.53--12	.89--11
Chief Instructional Affairs Administrators	41	.22-- 3	.83--11	.42-- 5	.52-- 4.5	1.85--10	.77-- 7
Chief Student Affairs Administrators	36	.61-- 9	.31-- 2	.59-- 9	.63-- 7	1.89--11	.81-- 9
National Academic Affairs (Williams, 1979)	190	.28-- 5	.47-- 8	.41-- 4	.52-- 4.5	1.00-- 7	.54-- 5
National Student Affairs (Williams, 1979)	142	.37-- 6	.35-- 5	.48-- 7	.51-- 3	.83-- 3	.51-- 3
SUS Academic Affairs (Williams, 1979)	60	.87--10	.60-- 9	.56-- 8	.80-- 9	1.14-- 8	.79-- 8
SUS Student Affairs (Williams, 1979)	49	.96--11	.38-- 6	.93--12	.82--10	1.17-- 9	.85--10
Chief Business Administrators (Strickland, 1973)	66	.06-- 1	.32-- 3.5	.24-- 1	.50-- 2	.88-- 4	.40-- 1
Student Affairs (Dye, 1975)	218	.12-- 2	.32-- 3.5	.34-- 2	.46-- 1	.81-- 2	.41-- 2
Business/Industrial Vice-Presidents (Porter, 1963)	611	.45-- 7	.29-- 1	.45-- 6	.55-- 6	.90-- 5	.53-- 4
Industrial Middle/Top Managers (Slocum, 1971)	210	1.19--12	1.13--12	.76--10	1.01--11	.67-- 1	.95--12
Top Military Officers (Mitchell, 1970)	675	.25-- 4	.63--10	.83--11	1.06--12	.92-- 6	.74-- 6

Note. Scores approaching .000 indicate a higher level of need satisfaction.

[a] The composite ranking is based on cumulative need satisfaction scores. Although of doubtful statistical validity, the composite ranking provides an interesting observation on comparative need satisfaction among administrator groups.

According to the composite ranking in Table 15, chief business affairs administrators in this study rank eleventh most satisfied, chief instructional affairs administrators rank seventh most satisfied, and chief student affairs administrators rank ninth most satisfied. Although the composite ranking has questionable statistical validity, the ranking does offer an interesting observation of comparative need satisfaction among the 12 groups of administrators.

Table 15 reveals administrators in this study reported higher satisfaction scores in several need categories than other administators both within and outside of higher education. In fact, chief instructional, student, and business affairs administrators had the three highest self-realization mean scores of all 12 groups.

Data for this study reveal that chief instructional affairs administrators in Florida's Community College System reported lower need satisfaction scores than SUS academic affairs administrators in Williams' (1979) study. Chief student affairs administrators in this study indicated lower need satisfaction scores than their SUS counterparts indicated in Williams' (1979) study. However, the chief student affairs administrators in this study had higher need satisfaction scores than student affairs respondents revealed in Dye's (1975) research. When compared to the national academic affairs and student affairs respondents in Williams' (1979) study, Florida's Community College System and State University

System academic and student affairs administrators reported higher need satisfaction scores. Chief business affairs administrators in Florida's Community College System indicated need satisfaction scores that were considerably higher than the scores provided by similar administrators in Strickland's (1973) study.

Chapter Summary

The research findings for this study have been presented in this chapter. The relationship of 13 demographic variables and need fulfillment, need satisfaction, and need importance scores for three groups of chief administrators in Florida's Community College System was revealed. Results of t-tests and one-way analysis of variance (ANOVA) tests were reported. For comparative purposes, the need satisfaction mean scores obtained from respondents in this study were compared to similar need satisfaction mean scores in six previous studies.

A recapitulation of this study, conclusions, and recommendations for further study are presented in Chapter V.

CHAPTER V
A RECAPITULATION OF THIS STUDY

Chapter V is comprised of the following sections:
(a) a recapitulation; (b) conclusions; (c) implications;
and (d) recommendations for further study.

A Recapitulation

A recapitulation of this study is contained in this
section.

Statement of the Problem

The problem addressed in this study was the deter-
mination of the perceived level of need fulfillment, need
satisfaction, and need importance that chief business,
instructional, and student affairs administrators employed
in the Community College System in Florida received from
their professional positions. Statistically, significant
differences among the demographic responses of the adminis-
trators regarding need fulfillment, need satisfaction, and
need importance were also determined.

Significance of the Problem

The amount of research involving organizational behav-
ior and human performance is constantly growing due to the

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increased interest in social-psychological variables which affect an organization's personnel (Geering, 1980). In recent years, researchers have focused their attention on the relationship of human need fulfillment and satisfaction to job satisfaction (Williams, 1979).

Steers and Porter (1975) stated that employees come to their work environment accompanied with unique patterns of needs and goals. Within an organizational context, employees may actively seek opportunities to satisfy their own personal needs and goals (Williams, 1979). Kanter (1978) indicated that a growing proportion of the American labor force works for personal self-fulfillment in addition to economic necessity. According to Yankelovich (1978), American workers are seeking "quality-of-life" motivations and do not wish to subordinate themselves to the work role.

Faculty, administrators, and staff at colleges and universities throughout the United States are also concerned with quality-of-life on the job. Kanter (1978) stated that the role of higher education as an employer is as important as its role of educator. Unless colleges and universities as employers put their own houses in order, their ability to operate effectively as educators may be seriously impaired (Kanter, 1978, pp. 15-16). Thus, quality-of-life issues should be studied and improvements implemented in order to respond to those who derive their livelihood from the academy.

This study focused on three important groups of employees in the Community College System in Florida. Chief business, instructional, and student affairs administrators were surveyed in order to determine the degree to which their psychological needs were being fulfilled and satisfied in their work environment. Data provided by the respondents also reflected the importance these administrators attached to various types of needs.

Once analyzed, data collected for this study could provide relevant and timely information to system-wide and institutional leaders in the Community College System in Florida. The results of this research study could assist Florida's community/junior college leaders in determining which policies, working conditions, job responsibilities, and staff development activities should be initiated and modified in order to address employee job and need satisfaction.

Conceptual Framework

Maslow's "A Theory of Human Motivation" (1943, 1954, 1968, 1970) served as the theoretical base for this study. Maslow (1943) classified five types of human needs: (a) physiological needs; (b) safety needs; (c) belongingness and love needs; (d) esteem needs; and (e) self-actualization needs. Maslow's (1943) classification identified these needs in order of importance to the individual.

Maslow (1968) stated that if an individual achieved some degree of satisfaction of lower-order or higher-order

needs, an attempt will be made to satisfy the highest-order need. Maslow's (1970) "hierarchy of needs" is not fixed and reversals of the order have been observed. One single act of an individual could satisfy all five basic needs. Most normal members of society have all their basic needs partially satisfied at the same time. Needs must not be construed to be exclusive determinants of behavior.

Research Objectives

The following five research objectives provided direction to this study.

1.   To determine the level of perceived need fulfillment for each of five psychological need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

2.   To determine the level of perceived need satisfaction for each of five psychological need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

3.   To determine the level of perceived need importance for each of five psychological

need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

4. To determine if statistically significant levels exist between individual or institutional demographic characteristics and levels of obtained need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators employed in the Community College System in Florida.

5. To determine if statistically significant differences exist between the obtained need fulfillment, satisfaction, and importance responses given by the group of chief business affairs administrators, the group of chief instructional affairs administrators, and the group of chief student affairs administrators employed in the Community College System in Florida.

Methodology

Three populations consisting of 28 chief business affairs administrators, 44 chief instructional affairs administrators, and 39 chief student affairs administrators employed in the Community College System in Florida were identified.

A two-part survey instrument was developed for distribution to the 111 chief administrators included in this study. Part I of the survey instrument asked the chief administrators to respond on a seven-point interval scale to 13 three-part items concerning their perceived levels of need fulfillment, need satisfaction, and need importance in their professional positions. The 13 need items were adapted from a need satisfaction questionnaire developed by Porter (1961). Part II sought demographic information to nine questions from the chief administrators.

This study received a formal endorsement from the Institute of Higher Education at the University of Florida. The Director of the Institute of Higher Education wrote a letter of endorsement and provided encouragement for the completion of this study.

The survey instrument was initially distributed to the chief administrators at the semi-annual meetings of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs on December 3, 1981 in St. Petersburg, Florida.

The first follow-up procedure began the day after the meetings of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs. Administrators who did not respond to the initial distribution of the survey instrument were sent a follow-up request consisting of a new cover letter and an identical, pre-addressed, stamped survey booklet.

The second follow-up procedure was initiated the day after the deadline of the first follow-up procedure. This investigator telephoned each administrator who had not previously completed a survey instrument. This investigator read each item on the survey instrument to the respondent and recorded the response provided.

Upon conclusion of the second follow-up procedure, a breakdown of the rate of return indicated that 27 of 28 (96.4%) chief business affairs administrators, 41 of 44 (93.1%) chief instructional affairs administrators, and 36 of 39 (92.3%) chief student affairs administrators returned usable survey instruments. The data obtained from the responses of these chief administrators were analyzed using the Statistical Package for the Social Sciences (SPSS), an integrated system of computer programs designed for analysis of social science data (Nie, Null, Jenkins, Steinbrenner, & Bent, 1975). In analyzing the data collected for this study, three SPSS procedures were used. A frequencies procedure, a t-test procedure, and a one-way analysis of variance (ANOVA) procedure (F-test) were appropriately utilized. Scheffé's test was used as an a posteriori contrast after each one-way (ANOVA) was computed.

Results for Chief Business Affairs Administrators

The data revealed that chief business affairs administrators are most fulfilled with security needs and least fulfilled with self-realization needs. A need item analysis indicated that these respondents are most fulfilled with the

feeling of security in their management positions and least fulfilled with the opportunity for personal growth and development in their management positions. When considering demographic data and need fulfillment, chief business affairs administrators with 10 to 14 years of experience in their current positions reported greater security need fulfillment.

The data revealed that chief business affairs administrators are most satisfied with esteem needs and least satisfied with self-realization needs. A need item analysis indicated that these respondents are most satisfied with the prestige of their management positions inside their community/junior colleges and least satisfied with the opportunity for personal growth and development in their management positions. When considering demographic data and need satisfaction, chief business affairs administrators who earn over $35,000 per year reported greater esteem need satisfaction.

The data revealed that chief business affairs administrators attached the most importance to self-realization needs and least importance to esteem needs. A need item analysis indicated that these respondents considered the feeling of worthwhile accomplishment in their management positions as the most important item and the prestige of their management positions outside their community/junior colleges as the least important item. When considering demographic data and need importance, chief business affairs administrators between the ages of 40 and 49 reported greater security need importance.

The chief business affairs respondents who supervised 13 or more staff members indicated greater esteem need importance. Chief business affairs administrators who hold earned specialist degrees experienced greater social need importance.

Results for Chief Instructional Affairs Administrators

The data revealed that chief instructional affairs administrators are most fulfilled with autonomy needs and least fulfilled with social needs. A need item analysis indicated that these respondents are most fulfilled with the opportunity, in their management positions, for participation in the setting of goals and least fulfilled with the opportunity to develop close friendships in their management positions. When considering demographic data and need fulfillment, no statistically significant relationships were found for chief instructional affairs administrators.

The data revealed that chief instructional affairs administrators are most satisfied with security needs and least satisfied with self-realization needs. A need item analysis indicated that these respondents are most satisfied with the feeling of security in their management positions and least satisfied with the feeling of self-fulfillment a person gets from being in their management positions. When considering demographic data and need satisfaction, chief instructional affairs administrators with one to four years of experience in their current positions reported the least amount of esteem need satisfaction.

The data revealed that chief instructional affairs administrators attached the most importance to self-realization needs and least importance to esteem needs. A need item analysis indicated that these respondents considered the feeling of worthwhile accomplishment in their management positions as the most important item and the prestige of their management positions outside their community/junior colleges as the least important item. When considering demographic data and need importance, female chief instructional affairs administrators reported greater esteem, autonomy, and self-realization need importance. Chief instructional affairs administrators who earn between $30,000 and $34,999 per year indicated greater social and autonomy need importance.

Results for Chief Student
  Affairs Administrators

The data revealed that chief student affairs administrators are most fulfilled with social needs and least fulfilled with security needs. A need item analysis indicated that these respondents are most fulfilled with the opportunity, in the management positions, to give help to other people and least fulfilled with the feeling of security in their management positions. When considering demographic data and need fulfillment, chief student affairs administrators between the ages of 40 and 49 reported greater social need fulfillment.

The data revealed that chief student affairs administrators are most satisfied with social needs and least

satisfied with self-realization needs. A need item analysis
indicated that these respondents are most satisfied with the
opportunity, in their management position, to give help to
other people and least satisfied with the opportunities
for personal growth and development in their management
positions. When considering demographic data and need
satisfaction, chief student affairs administrators who super-
vised 13 or more staff members reported less autonomy need
satisfaction.

The data revealed that chief student affairs admin-
istrators attached the most importance to self-realization
needs and least importance to esteem needs. A need item
analysis indicated that these respondents considered the
feeling of worthwhile accomplishments in their management
positions as the most important item and the prestige of
their management positions outside their community/junior
colleges as the least important item. When considering demo-
graphic data and need importance, no statistically significant
relationships were found for chief student affairs adminis-
trators.

Results for Comparisons Among
  Administrator Groups

The only statistically significant mean scores among
the three administrator groups in this study were in the social
need fulfillment category between chief instructional affairs
administrators and chief student affairs administrators. Chief

student affairs administrators indicated significantly higher levels of fulfillment with social needs than chief instructional affairs administrators. These findings are suspect because the Scheffé test denoted that the two groups were significantly different at $p < .05$.

Results for Comparisons With Groups In Other Studies

Data for each of the three administrator groups in this study, when compared with findings of similar studies conducted with other groups of administrators, generally reveal higher need satisfaction mean scores. When 12 groups of administrators, within and outside higher education, are compared using composite need satisfaction scores, chief instructional affairs administrators ranked seventh most satisfied, chief student affairs administrators ranked ninth most satisfied, and chief business affairs administrators ranked eleventh most satisfied.

Conclusions

The vast majority of chief business, instructional, and student affairs administrators surveyed in this study appear to be experiencing above-average levels of need fulfillment and satisfaction. Therefore, major modifications to improve the need fulfillment and satisfaction levels of these administrators are not prescribed. However, the data collected for this study reveal areas of need satisfaction

deficiency, particularly with self-realization needs. There-
fore, it seems apparent that alternatives should be considered
in order to address these concerns.

In order to resolve need satisfaction deficiencies
for chief business, instructional, and student affairs admin-
istrators in Florida's Community College System, viable staff
development programs are worthy of consideration. Staff
development, as a means for addressing need deficiencies or
improving professional competencies, is certainly not a new
or imaginative approach. The Florida State Board of Educa-
tion has outlined rules on how Florida's community/junior
colleges may spend staff development funds and provided guide-
lines for staff development activities. For years, Florida's
community/junior college leaders have encouraged faculty and
administrators to avail themselves of workshops, travel,
sabbaticals, seminars, conferences, and professional associa-
tions in order to address personal and professional needs.

Staff development programs have often been considered
a peripheral concern of many community/junior college educa-
tors. In many cases, traditional approaches in staff develop-
ment fail to meet the changing demands placed upon chief
administrators. The following elements could be incorporated
in a viable staff development program in order to address the
needs of the chief business, instructional, and student
affairs administrators in Florida's Community College System:

1. Staff development is often associated with a
   connotation of correcting need deficiencies.
   This interpretation is too simplistic. A
   viable staff development program can also be
   viewed as positive and growth oriented.

2. Staff development is often considered as a
   supplementary activity divorced from the aca-
   demic nature of community/junior colleges.
   Staff development might be better received if
   it was related to the mission, operation, and
   institutional planning of Florida's community/
   junior colleges.

3. Staff development is often successful when it
   is continuous and planned. Staff development
   programs usually fail when they are episodic and
   consist of unrelated components.

4. Staff development programs are often accepted
   if they are designed by using the input of the
   people who will experience the activities.
   Institutional, unit, and individual goals that
   are clearly articulated and an evaluation process
   of student development activities are encouraged.

5. Staff development can include administrators,
   faculty, and support staff. The benefits of a
   viable staff development program can be contagious.
   Staff development programs are usually successful

when they receive institutional and indi-
vidual commitments.

Implications

The conclusions of this study imply that the following
items could be incorporated in staff development programs by
system-wide and institutional leaders in Florida's Community
College System:

1. Open and on-going dialogue among faculty, admin-
   istrators, and staff could foster better working
   conditions and increase productivity. An advisory
   committee comprised of employees from each of the
   previously identified constituent groups could
   conduct a staff development needs analysis, review
   and evaluate collected data, and recommend an
   annual staff development program to their insti-
   tution's chief executive officer.

2. A periodic review of system-wide and institutional
   organizational flow charts could enhance effective-
   ness by encouraging streamlined operations. The
   development and implementation of specific pro-
   grams to clarify roles and employment expectations
   could reduce duplication of efforts and the pro-
   liferation of unneeded positions.

3. Salary schedules could be routinely examined in
   order to determine if personnel are receiving

comparable compensation to the state-wide standard
rate of pay. The combined efforts of staff devel-
opment, institutional research, and personnel
office staff could help in identifying salary
inadequacies.

4. Job descriptions could be periodically reviewed to
verify that they reflect the requirements and
duties necessary for the successful attainment of
employment expectations. The personnel office and
staff development advisory committee could assist
in developing a format for competency-based per-
formance objectives and evaluations. Staff devel-
opment efforts could outline the evaluation
process while individual supervisors handle the
actual negotiations for the competency-based per-
formance objectives and evaluations. The perform-
ances of personnel are based on the fulfillment of
the competency-based objectives that were mutually
set by supervisors and their subordinates. Pro-
fessional growth objectives could be used in
planning future staff development programs.

5. Management teams could be utilized to obtain input
and insights from various segments of the institu-
tion. Management seminars, symposiums, and forums
could be planned by the staff development committee

in order to encourage team-building and improve leadership and communications skills.

Recommendations for Further Study

The results of this study suggest a possible need for research in related areas. The following recommendations for further study were made:

1. This study was limited to chief business, instructional, and student affairs administrators in Florida's Community College System. Future studies might use similar administrator groups in Florida's public and private four-year universities and colleges.

2. This study was limited to three types of chief administrators. Additional types of administrators such as presidents, chairpersons, and divisional directors should be surveyed.

3. This study did not address need satisfaction for faculty and support staff. Future studies should direct more attention to these groups of workers.

4. This study did not focus on employees who recently terminated their employment with an institution. Newly hired and recently terminated employees might lend unique insights to need and job satisfaction.

5. This study did not consider need fulfillment, satisfaction, and importance levels for chief administrators in private industry. Future studies might simultaneously survey and compare need satisfaction for administrators/managers in higher education and private industry.

6. This study utilized Porter's Need Satisfaction Questionnaire. Future studies might incorporate the same administrator groups surveyed in this study but use a different survey instrument and compare findings.

7. This study was not longitudinal in nature. A need satisfaction study conducted periodically with the same group of respondents over a long period of time might reveal unique patterns or levels of need satisfaction.

APPENDICES

APPENDIX A

FLORIDA COMMUNITY/JUNIOR COLLEGES INCLUDED
IN THIS STUDY

FLORIDA COMMUNITY/JUNIOR COLLEGES INCLUDED
IN THIS STUDY

Brevard Community College

Broward Community College

Central Florida Community College

Chipola Junior College

Daytona Beach Community College

Edison Community College

Florida Junior College at Jacksonville

Florida Keys Community College

Gulf Coast Community College

Hillsborough Community College

Indian River Community College

Lake City Community College

Lake-Sumter Community College

Manatee Junior College

Miami-Dade Community College

North Florida Junior College

Okaloosa-Walton Junior College

Palm Beach Junior College

Pasco-Hernando Community College

Pensacola Junior College

Polk Community College

St. Johns River Community College

St. Petersburg Junior College

Santa Fe Community College

Seminole Community College

South Florida Junior College

Tallahassee Community College

Valencia Community College

APPENDIX B

SURVEY INSTRUMENT

NEED FULFILLMENT, SATISFACTION, AND IMPORTANCE
FOR CHIEF BUSINESS, INSTRUCTIONAL, AND
STUDENT AFFAIRS ADMINISTRATORS IN THE
COMMUNITY COLLEGE SYSTEM IN FLORIDA

Conducted By

BURTON H. HARRES, JR.
Institute of Higher Education
University of Florida
Gainesville, Florida 32611

Directed By

C. ARTHUR SANDEEN, PH.D.
Vice President for Student Affairs and
Professor, Educational Administration and Supervision
University of Florida
Gainesville, Florida 32611

PART I. SURVEY OF NEED FULFILLMENT,
         SATISFACTION, AND IMPORTANCE

        For each of the following 13 items, please answer the
three questions by circling a number on the seven-point rating
scale. Low numbers, one to three (1-3), on the scale repre-
sent low or minimum amounts while high numbers, five to seven
(5-7), represent high or maximum amounts. The midpoint,
four (4), represents an average amount, not outstanding in
either direction. Your answers will be held in strict confi-
dence.

1. The feeling of self-esteem a person gets from being in
    my management position:
                                  (min)   (max)
    a) How much is there now?   1 2 3 4 5 6   7

    b) How much should there be?   1 2 3 4 5 6 7

    c) How important is this to me? 1 2 3 4 5 6 7

2. The authority connected with my management position:
                                  (min)   (max)
    a) How much is there now?   1 2 3 4 5 6   7

    b) How much should there be?   1 2 3 4 5 6 7

    c) How important is this to me? 1 2 3 4 5 6 6

3. The opportunity for personal growth and development in
    my management position:
                                  (min)   (max)
    a) How much is there now?   1 2 3 4 5 6   7

    b) How much should there be?   1 2 3 4 5 6 7

    c) How important is this to me? 1 2 3 4 5 6 7

4. The prestige of my management position inside the community/
    junior college (that is, the regard received from others in
    the community/junior college):
                                  (min)   (max)
    a) How much is there now?   1 2 3 4 5 6   7

    b) How much should there be?   1 2 3 4 5 6 7

    c) How important is this to me? 1 2 3 4 5 6 7

5. The opportunity for independent thought and action in my management position:

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

6. The feeling of security in my management position:

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

7. The feeling of self-fulfillment a person gets from being in my management position (that is, the feeling of being able to use one's own unique capabilities, realizing one's potentialities):

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

8. The prestige of my management position outside the community/junior college (that is, the regard received from others not in the community/junior college):

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

9. The feeling of worthwhile accomplishment in my management position:

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

10. The opportunity, in my management position, to give help to other people:

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

11. The opportunity, in my management position, for participating in the setting of goals?

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

12. The opportunity, in my management position, for participation in the determination of methods and procedures:

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

13. The opportunity to develop close friendships in my management position:

		(min)						(max)
a)	How much is there now?	1	2	3	4	5	6	7
b)	How much should there be?	1	2	3	4	5	6	7
c)	How important is this to me?	1	2	3	4	5	6	7

Continue to PART II. DEMOGRAPHIC INFORMATION

PART II. <u>DEMOGRAPHIC INFORMATION</u>   CODE NUMBER_____

   Please answer each of the following questions by marking an (X) in the blank preceding the appropriate response. Your answers will be held in strict confidence. The CODE NUMBER on this page will be used solely to identify the receipt of your survey for follow-up purposes.

1. What is your sex?

   _____a) Female
   _____b) Male

2. What is your age?

   _____a) 20-29   _____c) 50-59
   _____b) 30-39   _____d) 60 or over
   _____c) 40-49

3. What is your race?

   _____a) American Indian _____d) Hispanic
   _____b) Asian   _____e) White, Non-Hispanic
   _____c) Black, Non-Hispanic _____f) Other:_____

4. What is the highest academic degree you have earned?

   _____a) Bachelor's Degree _____d) Doctoral Degree
   _____b) Master's Degree   _____e) Other:_____
   _____c) Specialist Degree

5. Which of the following categories best describes your administrative responsibility?

   _____a) Business Affairs Administrator
   _____b) Instructional Affairs Administrator
   _____c) Student Affairs Administrator

6. How long have you been in your current position?

   _____a) Less than 1 year _____d) 10 to 14 years
   _____b) 1 to 4 years   _____e) 15 or more years
   _____c) 5 to 9 years

7. What is your annual salary before taxes?

   _____a) Less than $24,999 _____c) $30,000 to $34,999
   _____b) $25,000 to $29,999 _____d) $35,000 or more

8. How many professional, non-clerical, staff members report directly to you? You are their immediate supervisor.

    _____a) 1 to 3 staff members _____d) 10 to 12 staff members
    _____b) 4 to 6 staff members _____e) 13 or more staff members
    _____c) 7 to 9 staff members

9. What is the Fall, 1981 unduplicated enrollment (headcount) at the community/junior college where you work?

    _____a) Less than 9,999 _____d) 30,000 to 39,999
    _____b) 10,000 to 19,999 _____e) 40,000 and above
    _____c) 20,000 to 29,999

           THANK YOU for completing this instrument.

APPENDIX C

LETTER AUTHORIZING USE OF PORTER'S
NEED FULFILLMENT QUESTIONNAIRE FOR MANAGEMENT

UNIVERSITY OF CALIFORNIA, IRVINE

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO   SANTA BARBARA · SANTA CRUZ

OFFICE OF THE DEAN
GRADUATE SCHOOL OF MANAGEMENT

IRVINE, CALIFORNIA 92717

May 29, 1981

Mr. Burt Harres
13134 N. 22nd Street, Apt. 103
Tampa, Florida 33612

Dear Mr. Harres:

This is in response to your inquiry regarding my Need Satisfaction
Questionnaire.

Reliability data on the instrument have been reported in a Ph.D.
dissertaion in the School of Public Administration at the Univer-
sity of Southern California by Thomas Carlson (approximately 1969).
Also, an article by Dore and Meacham in the Spring, 1973 issues of
Personnel Psychology provides reliability data. As you will see
from these sources, a reliability of approximately .80 seems in-
dicated. The question of validity for an instrument of this type
presents an interesting conceptual problem because of the issue of
"what is the criterion?" against which to measure validity. My own
view is that for an instrument of this type, its pattern of rela-
tionships with other relevant variables provides a kind of indirect
measure. (Apropos of this, you may find that the article by Waters
and Roach in the Summer, 1973, issue of Personnel Psychology is
relevant.) Thus, any of the studies that have used the questionnaire
and have formed meaningful relationships with independent variables
provide data relevant to validity.

In conclusion, let me say that the instrument was developed for
limited purposes (at the time of the original reasearch with it some
fifteen years ago) and may or may not be appropriate to your needs
(vis-a-vis other possible instruments). The questionnaire itself
is printed in Managerial Attitudes and Performance, 1968, by myself
and Edward E. Lawler. In any event, you have my permission to use
it, and my good wishes for the best of luck in your research project.

Sincerely yours,

Lyman W. Porter

LWP:em

APPENDIX D

LETTER OF ENDORSEMENT

COLLEGE OF EDUCATION

November 24, 1981

Dear Colleague:
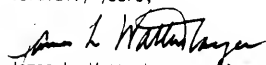
This study is a part of the Institute of Higher Education's research program at the University of Florida.

The survey instrument you are being asked to complete by Mr. Burt Harres will be administered to each chief business, instructional, and student affairs officer in Florida's Community College System. Mr. Harres, a doctoral candidate at the University of Florida, is attempting to determine and compare levels of need fulfillment and need satisfaction which community college administrators experience in their professional positions.

I am familiar with Mr. Harres' research objectives and design, and strongly encourage you to support his research project by taking a few minutes to complete this survey. You will find the instrument easy to read, understand, and complete. Due to the small population involved in this study, your response is essential in order to assure its validity.

It is a pleasure for the IHE to endorse Mr. Harres' study. Since your confidential response to this survey is required for the success of this project, I hope you will lend your support. We will be pleased to share the results with you.

Cordially yours,

James L. Wattenbarger, Director
Institute of Higher Education

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APPENDIX E

INITIAL COVER LETTER

UF COLLEGE OF EDUCATION

December 3, 1981

Dear Colleague:

You have been chosen to participate in a study of need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators in the Community College System in Florida. This project is a doctoral research study under the direction of Dr. C. Arthur Sandeen, Vice-President for Student Affairs and Professor of Educational Administration and Supervision, at the University of Florida. This study has received an endorsement from Dr. James L. Wattenbarger, Director of the Institute of Higher Education, at the University of Florida.

Your response to the accompanying questionnaire is imperative in order to guarantee the success of my research project. Since only a limited number of administrators are being asked to participate in this study, your response will significantly affect its outcome. Due to the brevity of my questionnaire, you should be able to complete it in ten minutes. Your reply will be held in strict confidence. The findings will not identify any specific individuals or institutions. The instrument is number-coded solely for the use in follow-up so that the highest number of responses can be received.

Thank you for your time and assistance in this study.

Sincerely,

Burton H. Harres, Jr.
Institute of Higher Education

APPENDIX F

FOLLOW-UP COVER LETTER
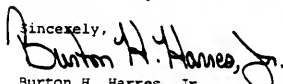
COLLEGE OF EDUCATION

December 4, 1981

Dear Colleague:

You have been chosen to participate in a study of need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators in the Community College System in Florida. This doctoral research study is under the direction of Dr. C. Arthur Sandeen, Vice-President for Student Affairs and Professor of Educational Administration and Supervision, at the University of Florida. This study has received an endorsement from Dr. James L. Wattenbarger, Director of the Institute of Higher Education, at the University of Florida.

Copies of the attached questionnaire were initially administered to members of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs at their December 3, 1981 meetings in St. Petersburg, Florida. Since you are a member of one of the previously mentioned councils, your input is imperative in order to assure the success of this project. Your reply will be held in strict confidence. This study's findings will not identify specific individuals or institutions. The questionnaire is number-coded solely for follow-up purposes.

Due to the brevity of the accompanying questionnaire, you should be able to complete it in less than 10 minutes. The booklet can then be stapled closed and dropped in the mail. It has already been pre-addressed and stamped for your convenience.

Thank you for taking your time to complete this questionnaire. I am looking forward to receiving it by December 14, 1981.

Won't you please complete the questionnaire now while you are thinking about it?

Sincerely,

Burton H. Harres, Jr.
Institute of Higher Education

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APPENDIX G

TABLES LISTING NEED FULFILLMENT, SATISFACTION,
AND IMPORTANCE MEAN SCORES BY NEED ITEM

TABLE 16

MEAN SCORES FOR FULFILLMENT BY NEED ITEM FOR CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category Esteem	Autonomy	Self-Realization
I – A	5.704	-----	-----	-----	-----
II – A	-----	6.370	-----	-----	-----
II – B	-----	5.000	-----	-----	-----
III – A	-----	-----	5.222	-----	-----
III – B	-----	-----	5.667	-----	-----
III – C	-----	-----	5.296	-----	-----
IV – A	-----	-----	-----	5.519	-----
IV – B	-----	-----	-----	5.556	-----
IV – C	-----	-----	-----	5.556	-----
IV – D	-----	-----	-----	5.963	-----
V – A	-----	-----	-----	-----	4.556
V – B	-----	-----	-----	-----	5.259
V – C	-----	-----	-----	-----	5.667

Note. Need fulfillment mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

n = 27

TABLE 17

MEAN SCORES FOR FULFILLMENT BY NEED ITEM FOR CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Esteem	Autonomy	Self-Realization
I - A	5.220	-----	-----	-----	-----
II - A	-----	5.878	-----	-----	-----
II - B	-----	4.463	-----	-----	-----
III - A	-----	-----	5.561	-----	-----
III - B	-----	-----	5.634	-----	-----
III - C	-----	-----	5.512	-----	-----
IV - A	-----	-----	-----	5.780	-----
IV - B	-----	-----	-----	5.610	-----
IV - C	-----	-----	-----	5.854	-----
IV - D	-----	-----	-----	5.634	-----
V - A	-----	-----	-----	-----	5.732
V - B	-----	-----	-----	-----	5.610
V - C	-----	-----	-----	-----	5.610

Note. Need fulfillment mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

$n = 41$

TABLE 18

MEAN SCORES FOR FULFILLMENT BY NEED ITEM FOR CHIEF STUDENT AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Esteem	Autonomy	Self-Realization
I - A	5.417	-----	-----	-----	-----
II - A	-----	6.250	-----	-----	-----
II - B	-----	5.314	-----	-----	-----
III - A	-----	-----	5.472	-----	-----
III - B	-----	-----	5.417	-----	-----
III - C	-----	-----	5.611	-----	-----
IV - A	-----	-----	-----	5.278	-----
IV - B	-----	-----	-----	5.250	-----
IV - C	-----	-----	-----	5.667	-----
IV - D	-----	-----	-----	5.861	-----
V - A	-----	-----	-----	-----	5.611
V - B	-----	-----	-----	-----	5.528
V - C	-----	-----	-----	-----	5.583

Note. Need fulfillment mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

n = 36

TABLE 19

MEAN SCORES FOR SATISFACTION BY NEED ITEM FOR CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Need Item	Need Category				
	Security	Social	Esteem	Autonomy	Self-Realization
I - A	.481	-----	-----	-----	-----
II - A	-----	.367	-----	-----	-----
II - B	-----	.521	-----	-----	-----
III - A	-----	-----	.852	-----	-----
III - B	-----	-----	.111	-----	-----
III - C	-----	-----	.185	-----	-----
IV - A	-----	-----	-----	.740	-----
IV - B	-----	-----	-----	.666	-----
IV - C	-----	-----	-----	.740	-----
IV - D	-----	-----	-----	.370	-----
V - A	-----	-----	-----	-----	2.963
V - B	-----	-----	-----	-----	2.640
V - C	-----	-----	-----	-----	1.988

Note. Scores approaching .000 indicate a higher level of need satisfaction.

$\underline{n}$ = 27

TABLE 20

MEAN SCORES FOR SATISFACTION BY NEED ITEM FOR CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category Esteem	Autonomy	Self-Realization
I - A	.219	-----	-----	-----	-----
II - A	-----	.782	-----	-----	-----
II - B	-----	.876	-----	-----	-----
III - A	-----	-----	.585	-----	-----
III - B	-----	-----	.244	-----	-----
III - C	-----	-----	.415	-----	-----
IV - A	-----	-----	-----	.318	-----
IV - B	-----	-----	-----	.658	-----
IV - C	-----	-----	-----	.561	-----
IV - D	-----	-----	-----	.561	-----
V - A	-----	-----	-----	-----	1.776
V - B	-----	-----	-----	-----	1.987
V - C	-----	-----	-----	-----	1.776

Note. Scores approaching .000 indicate a higher level of need satisfaction.

$\underline{n} = 41$

TABLE 21

MEAN SCORES FOR SATISFACTION BY NEED ITEM FOR CHIEF STUDENT AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category Esteem	Autonomy	Self-Realization
I - A	.611	-----	-----	-----	-----
II - A	-----	.225	-----	-----	-----
II - B	-----	.387	-----	-----	-----
III - A	-----	-----	.722	-----	-----
III - B	-----	-----	.722	-----	-----
III - C	-----	-----	.333	-----	-----
IV - A	-----	-----	-----	.666	-----
IV - B	-----	-----	-----	.833	-----
IV - C	-----	-----	-----	.639	-----
IV - D	-----	-----	-----	.361	-----
V - A	-----	-----	-----	-----	1.983
V - B	-----	-----	-----	-----	1.928
V - C	-----	-----	-----	-----	1.756

Note. Scores approaching .000 indicate a higher level of need satisfaction.

n = 36

TABLE 22

MEAN SCORES FOR IMPORTANCE BY NEED ITEM FOR CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Esteem	Autonomy	Self-Realization
I – A	5.667	-----	-----	-----	-----
II – A	-----	6.370	-----	-----	-----
II – B	-----	5.370	-----	-----	-----
III – A	-----	-----	5.963	-----	-----
III – B	-----	-----	5.630	-----	-----
III – C	-----	-----	5.111	-----	-----
IV – A	-----	-----	-----	6.037	-----
IV – B	-----	-----	-----	6.296	-----
IV – C	-----	-----	-----	6.000	-----
IV – D	-----	-----	-----	5.926	-----
V – A	-----	-----	-----	-----	5.741
V – B	-----	-----	-----	-----	6.481
V – C	-----	-----	-----	-----	6.519

Note. Need importance mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

$\underline{n}$ = 27

TABLE 23

MEAN SCORES FOR IMPORTANCE BY NEED ITEM FOR CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category Esteem	Autonomy	Self-Realization
I - A	5.537	-----	-----	-----	-----
II - A	-----	6.390	-----	-----	-----
II - B	-----	5.049	-----	-----	-----
III - A	-----	-----	5.512	-----	-----
III - B	-----	-----	5.463	-----	-----
III - C	-----	-----	5.390	-----	-----
IV - A	-----	-----	-----	5.707	-----
IV - B	-----	-----	-----	6.341	-----
IV - C	-----	-----	-----	6.317	-----
IV - D	-----	-----	-----	6.073	-----
V - A	-----	-----	-----	-----	6.317
V - B	-----	-----	-----	-----	6.415
V - C	-----	-----	-----	-----	6.293

Note. Need importance mean scores are calculated by utilizing a seven-point interval
scale. (1 = lowest level, 4 = average level, 7 = highest level)

$\underline{n} = 41$

TABLE 24

MEAN SCORES FOR IMPORTANCE BY NEED ITEM FOR CHIEF STUDENT AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category Esteem	Autonomy	Self-Realization
I - A	5.722	-----	-----	-----	-----
II - A	-----	6.571	-----	-----	-----
II - B	-----	5.686	-----	-----	-----
III - A	-----	-----	5.583	-----	-----
III - B	-----	-----	5.611	-----	-----
III - C	-----	-----	5.556	-----	-----
IV - A	-----	-----	-----	5.750	-----
IV - B	-----	-----	-----	6.111	-----
IV - C	-----	-----	-----	6.278	-----
IV - D	-----	-----	-----	6.167	-----
V - A	-----	-----	-----	-----	6.222
V - B	-----	-----	-----	-----	6.278
V - C	-----	-----	-----	-----	6.333

Note. Need importance mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

n = 36

REFERENCE NOTE

Thompson, S. L. Personal correspondence received on
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BIOGRAPHICAL SKETCH

Burton H. Harres, Jr. was born on June 29, 1952 in Granite City, Illinois. He was raised in Columbia, Illinois and graduated from Columbia High School in 1970. After high school, he attended Southeast Missouri State University where he received a Bachelor of Science degree in secondary education in 1974.

Following graduation from Southeast Missouri State University, Mr. Harres entered graduate school at Indiana University. He was awarded the Master of Science degree in college student personnel administration in 1976.

In the summer of 1976, Mr. Harres accepted a position as Resident Instructor in the Division of Housing and Food Service at the University of South Florida. He was promoted to Area Coordinator in 1978.

Mr. Harres entered the doctoral program in educational administration at the University of Florida as a part-time student in 1979. In 1980, he pursued his doctoral studies on a full-time basis and received an assistantship as the Director of the Campus Alcohol Information Center in the Division of Student Affairs at the University of South Florida. In addition to his coursework at the University of Florida, Mr. Harres was accepted into the Traveling Scholar Program at the

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University of South Florida in 1980. He was appointed as
the Administrative Assistant to the President of Hillsborough
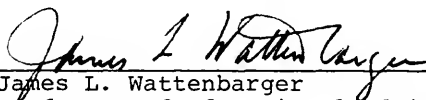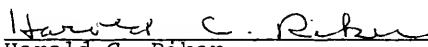Community College in 1981.

I certify that I have read this study and that in
my opinion it conforms to acceptable standards of scholarly
presentation and is fully adequate, in scope and quality,
as a dissertation for the degree of Doctor of Philosophy.

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May, 1982

Dean for Graduate Studies and Research